

The Academy Herald

Published in the Interests of Gould's Academy

Vol. XXV Bethel, Maine, December, 1920 No. 1

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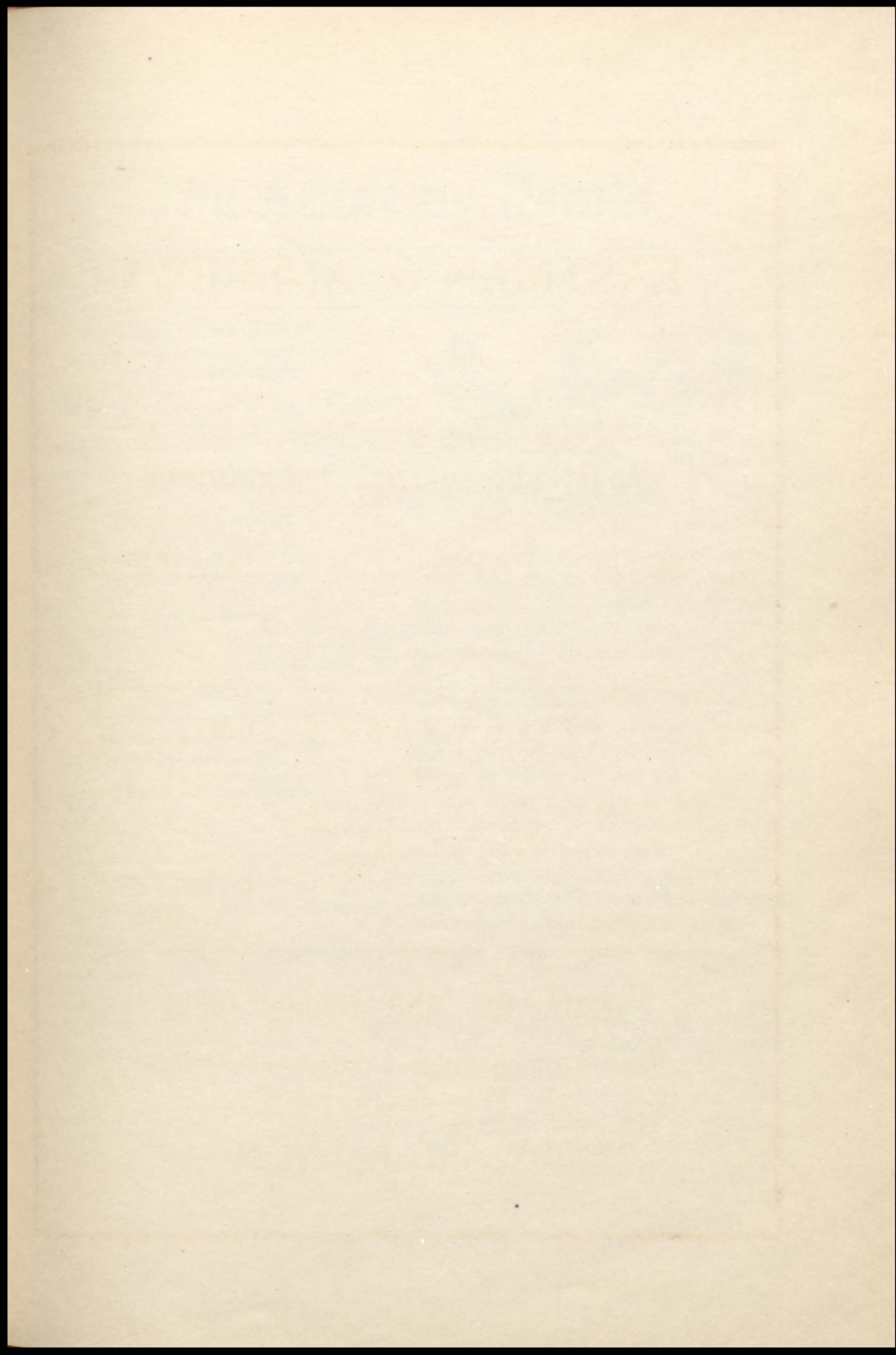
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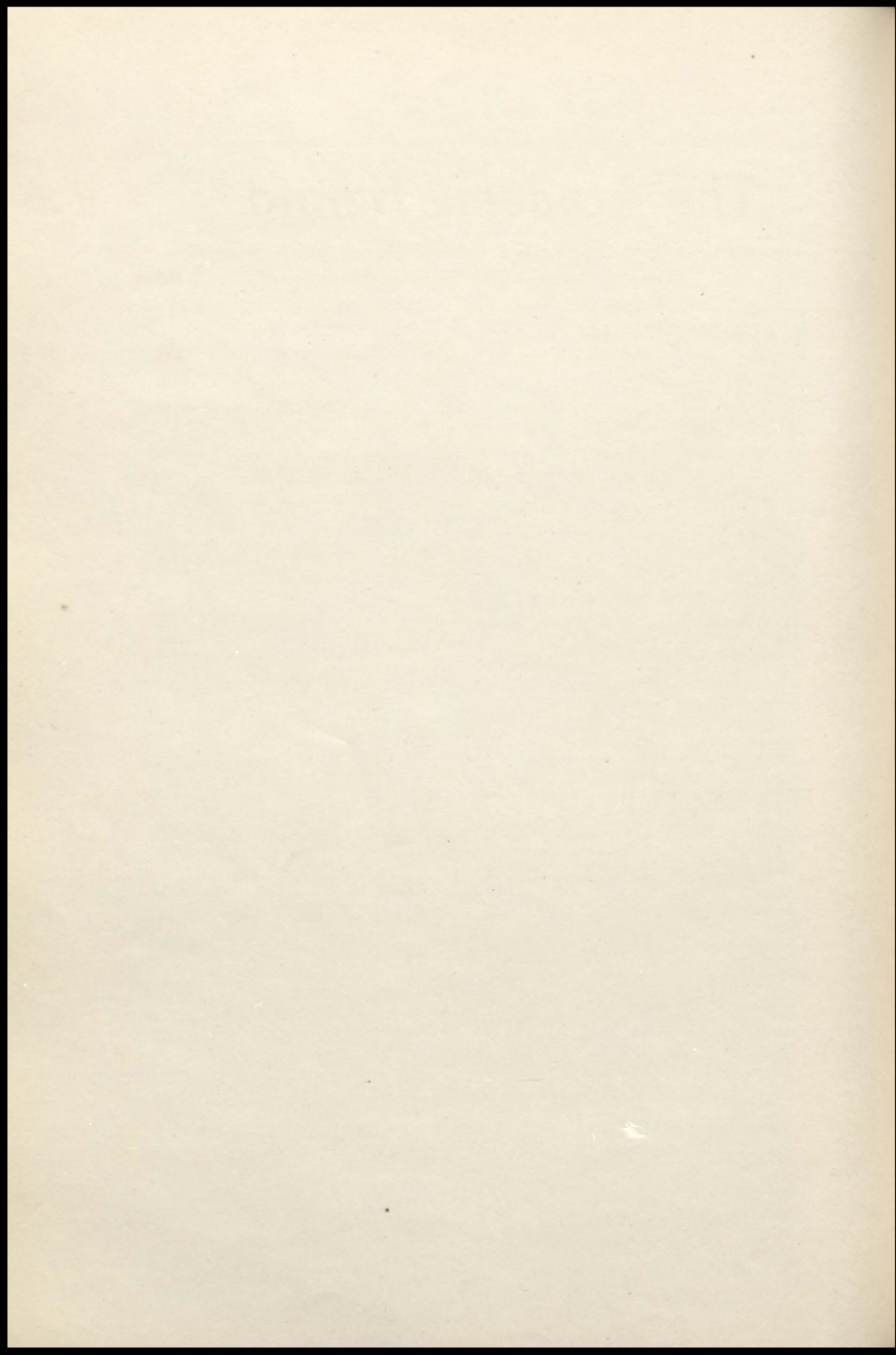
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EDWARD P. LYON





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VOL. XXV

BETHEL, MAINE, DECEMBER, 1920

NO. 1

THE ACADEMY HERALD

Devoted to the interests of
GOULD'S ACADEMY

Published by the students at the end of the
Fall and Winter Terms.

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The fall term of Gould's Academy opened with the largest attendance for many years. The entering class is probably the largest in the history of the school. Every room in Holden Hall is occupied, and several boarding pupils are quartered outside. The chambers in the Domestic Arts Cottage will be used for dormitory purposes, as soon as the house is ready for occupancy, which will be about Jan. 1st. Even though it should seem best to limit the number of pupils to be admitted each year, a new boys' dormitory would still be needed, and this is already beginning to assume form upon the school's rapidly broadening horizon.

—o—

Do you realize the value of a school paper, or are you one of those who think it is rather nice to have one, but do not see just what real good it does. If you are the latter, wake up and consider its value! Then get busy and help

make your paper the best there is.

A school paper advertises the school. It shows the public one side of our school and of our school life of which the people would otherwise be ignorant. It gives our readers an idea of what we are doing. It is an instrument whereby we can show our benefactors and friends that we are striving to make the best possible use of our advantages and it gives them an idea of our social life and our recreation hours.

If there is a school paper published by the students it serves for them as an incentive to develop their literary ability. They know they must write something worth while if they expect to have it accepted, and thus they are likely to try harder to make their class theme-work better.

Every student wants his paper to be the best and should be willing to work to make it so. Let us then voluntarily present original stories or poems, that our teachers may know that we are striving to help make our paper what they desire. What if our work is not accepted the very first time we submit it? How pleasant will be the feeling that we have tried, and let us remember that Freshmen, Sophomores, Juniors and Seniors, whether members of the editorial board or not, have an equal chance.

If this article accomplishes nothing else, may it cause the desks of our editors to be flooded early next term with original material, from every student, boy or girl, large or small, for thereby our paper's success is assured.

Occasionally it is a good idea to stop and think about our everyday opportunities. Many people do not know an opportunity when they see it. Believing that real opportunities are few and far between, they live in the hope that some day in the future their opportunity will come. They are sure that it has not yet arrived.

A story is told of a man who owned several houses and who kept moving about from one to another. When questioned by a friend he said, "I wish to find a place where I can be happy."

"Well," responded his friend, "you will have to move a great many times before you will find it."

As the man seemed surprised, his friend gave the following explanation: "Happiness can never be found in a house. A man's happiness is inside of him and not outside."

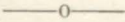
We are all more or less inclined to seek for something that is already within our grasp. The fault lies in not carefully observing. If we look about us we can see that opportunity is right by our side and that we can seize it if we will.

Another fault of ours is that we think our lives are too common. We wish to attain the height of our ambition too quickly. However, let us remember that today is the preparation for tomorrow, and that we are all placed upon this earth to carry out some part of God's plan.

" 'A common-place life,' we say and we sigh; Yet why should we sigh as we say? "

The common-place sun in the common-place
sky
Makes up the common-place day.

The moon and the stars are common-place
things,
And the flower that blooms and the bird
that sings;
Yet dark were the world and sad our lot,
If the flower failed, or the sun shone not;
And God who studies each separate soul
Out of common-place lives makes His beautiful whole."



Let's be fair to Gould's! Show her
we care for her as much as she cares for
us, and that we mean to help her as she
is helping us. How can we do our bit?
In many ways. Be loyal. Attend
Gould's games and cheer, cheer, cheer!
Make her win because we want her to.
Take part in all the social activities,
having, always, a thought and pleasant
word for our school-mates and friends.
What about a good word for the school
which is trying to make us true in man-
hood and womanhood? Should we not
at least say a good word for her? Yes!
It is but our duty. And, above all, let
us be mannerly and courteous every-
where, at all times. These are but a
few of the many ways in which we can
"do our bit" for the sake of Old
Gould's.

TO G. A.

Among the hills of Bethel, Maine,
There stands a school of fame,
A school, which all its pupils love,
'Tis dear old Gould's by name.

A group of lads and lassies gay,
You ought to know them all;
There's very little they can't do
In playing basketball.

In other sports 'tis just the same,
Old Gould's is always true,
All teams we play are vanquished to
The tune of Gold and Blue.

The Seniors are as wise as owls,
The Juniors full of wit,
The Sophomores are industrious
Their mark they always "hit."

As for the "Freshies," how we long
To be a "Fresh" once more,
For thus we'd linger longer here
Within the open door.

Then give three cheers for old G. A.,
We'll praise her name so dear,
Among the "fitting" schools of Maine,
She stands without a peer.

A. S., '21

AUTUMN.

Once more Miss Smiling Autumn
greet us in all her splendor. As she
enters she calls us back to school where
we meet our happy friends and contin-
ue our dear school days.

She also beckons for us to come and
gather our fruitful harvests for the win-
ter. Then, as a reward for our labors,
she bestows upon us her most pictur-
esque scenery of nature, which no ar-
tist can paint. From day to day we
are able to notice her wonderful chang-
es, thus holding our interest continu-
ally as to what she may next display.

First she presents her mountain sides
with the most delicately tinted leaf,
trees in colors, green, yellow and red.
Each day these deepen into a merrier

glow while the gracious sun beams down over all, bestowing loving kindness over each and everyone.

In the meanwhile the beautiful sky is pouring out its supreme tints, both soft and bright.

Taking these most striking scenes altogether we may see Autumn in her most beautiful array.

But the last scene, which bids us sad adieu, makes perhaps the greatest impression. How we regret to say good bye to her as she spreads forth her leaves upon Old Mother Earth, leaving the trees leafless and homely to mourn her loss. Then the cold winds blow and growl at Jack Frost, who wickedly summoned Miss Autumn away.

F. E. B., '22.

THE SACO RIVER AS I KNOW IT.

The Saco river is one of the large rivers of Maine. It rises in the White Mountains and flows southeast. It was first called the Saco by the Indians, for they used to carry game and spoils up and down the river, and so named it the "Sac-o."

The falls which afford the most valuable water power are Great Falls at Hiram, Steep Falls at Limington, the Falls at Bar Mills, Union Falls, and Saco Falls at Saco and Biddeford.

The river as I know it is most beautiful at Salmon Falls, about a mile and a half from my home. Just below the cataract is a huge rock called Salmon Rock, because salmon used to run up to it in large numbers from the ocean.

Then the water flows into a gorge, where, at the right, it makes up into a cave—a place called Indian Cellar. Here the Indians used to store their game and spoils. The sides of the cellar are very steep but there are shelves

on the rock which made natural store-houses for the Indians.

Still farther below on the left bank is Pleasant Point. This is of historic interest. It is said that there are many Indian graves here, and many arrow-heads and other Indian relics have been found. This land is owned by The Appalachian Mountain Club, and if one wishes to build here permission must be secured from this Club.

There is splendid fishing and hunting on the river beginning at Pleasant Point.

About two miles below is Union Falls where a large dam is soon to be built, which should make this section of Maine a large industrial center.

I consider the Saco one of the great natural resources of our State, don't you?

O. M. W., '23.

WHAT I OBTAIN FROM THE NORMAL COURSE.

Thinking that the readers of the Herald may not fully understand just what knowledge is to be obtained from the Normal Course at Gould's Academy, I will endeavor to give them some idea of the knowledge I have obtained and which I hope to obtain in my efforts to meet the requirements of the course.

Since it is an educational course we are required first to study the subject known as History of Education. The reason that we study this is that we may have some idea of the background of our present educational system in the United States. Beginning with a study of the earliest forms of education, we trace the development of people and countries down to the present time. By doing this we become familiar with those names so often referred to by

teachers and by people who are making a study of educational work. Hereafter, when I hear the name of Socrates, Luther, Pestalozzi, Froebel, Horace Mann, and many others I shall have some idea what the reference means.

Perhaps the greatest value derived from this subject is the inspiration we receive in studying the lives of those men who have struggled and oftentimes failed in their attempts to put into practice those theories in which they believed and on which our present educational system is based. A quotation from Horace Mann will express the spirit of these educators: "Be ashamed to die until you have won some victory for humanity."

Having obtained a knowledge of the growth of our educational system, the next step is to become acquainted with the laws which govern school administration, so we are required to study School Law. From this subject we learn what our legal duties, as teachers, will be in regard to our pupils, our superintendent, and our state.

School Management is the most helpful subject I have taken thus far in my course. In this we get a definite knowledge of the requisites of a good school. Beginning with a study of the school building, its location, equipment, etc., we are made to feel that we want to do our part toward improving the physical surroundings of our school. However, this is not the most valuable part of School Management for we are taught that the teacher, not the building, is the most potent factor in the making of a good school.

Sometimes it is discouraging to think of becoming teachers when we learn of the high standards set for the profession. We find that book knowledge is by no means the chief qualification for the teacher. His personality and character must be such that he will demand

the respect of his pupils and of the community in which he teaches. The quality of leadership is of the greatest importance.

In School Management we also learn how to organize our school and how to arrange our daily program so that each pupil may receive his share of time and attention in the different subjects taught.

The review of the subjects taught in the grades is one of the most essential parts of the Normal Course for we find that we have forgotten many of the facts which we learned in the elementary school. This review work is taken not simply to refresh our memories but to learn how to impart knowledge to others. For this work we have a Methods Class in which the teacher shows us how different subjects should be taught and then each member of the class has to teach many lessons, using the other members of the class as pupils. One might be amused to see us feigning ignorance and acting the part of the first grade child as he is taught his first lessons in reading or that $2+1=3$. In this work we are shown many games and devices which help to keep the attention and interest of young pupils. These games and devices are placed in our note books for future reference.

Physical education is becoming such an important part of the school curriculum that we are required to teach it. We are taught the importance of play in the development of the child, its value to him physically, mentally, and morally. This knowledge is put into application in class exercises when we are required to teach some formal gymnastics and many games. Great emphasis is placed on the value of organized play and the close supervision of the playground.

This winter we are to take up one phase of the health problem differently

than it has been taught before for we are to have real practice in preparing and serving hot lunches to the grade children during the noon hour. This will be done under the supervision of the Household Arts teacher under whom we are also taking a course in sewing suitable for grade work.

Handwork is a subject demanding a great deal of time for we are required to make many specimens suitable for the different grades. We are taught that handwork is not "busy work," merely, but that every specimen should be a real problem of educative value.

Sand table stories have to be prepared and constant practice is given in blackboard decorations. In fact, the subject of school-room decoration is taught in a most practical way as one recitation room is given over to the Normal classes whose members are responsible for its appearance.

The word "psychology" sounded quite foreign to me until I learned what it meant and how necessary it is to have some knowledge of the child's mental nature before we can teach him. The course in Psychology requires a constant application of its principles in our Methods class and also in observing and teaching the children in the grades.

Perhaps, after all, the most practical help we get from the entire Normal Course is obtained from our observation and practice in the village and rural schools for there we see the principles we have learned put into practice and we are given an opportunity to test our ability as teachers. We make many mistakes, of course, but with the kindly criticism and helpful suggestions of the teachers we cannot fail to gain confidence and skill.

I trust that I have given our readers such an impression of the Normal Course that no one will question its practicability.

We realize that the course is not equivalent to a Normal School Course but we hope that many of the girls will become so interested in teaching that they will continue their training in one of our State Normal Schools.

I am convinced of one fact, and that is, the girls who complete the Normal Training Course at Gould's are far better equipped to go into the rural schools of Bethel and vicinity than are those high school graduates who attempt teaching without any professional training.

F. M. Y., '22.

SMITH AND HER COLLEGE LIFE

When, in 1875, Miss Sophia Smith, of Hatfield, Mass., founded Smith College, she made the forward-looking statement that she wanted to "furnish women with the means of usefulness, happiness and honor now withheld from them." She bequeathed for the establishment and maintenance of the college \$393,105.60. This brave little endowment has been increased by energy and farsighted policies to \$5,090,000.

Northampton, the seat of the College, is an attractive and convenient city of 22,000 people, situated in the charming valley of the Connecticut River, in western Massachusetts, at the threshold of the famous Berkshires. It is an ideal spot in which to gather 2000 and more girls from all parts of the United States,—yes, and some from beyond our shores,—for a four year's course in cultural and educational training in what is now the largest woman's college in America.

Northampton is sometimes called the city of schools for here is located not only Smith College, but other schools among which may be named the famous

Clark School for the Deaf; Capen, a popular school for young ladies which prepares for Smith and other colleges; Burnham, another fitting school; an excellent Commercial School; and educational Institute.

Smith has twenty-three halls of residence housing more than eight hundred students. With the exception of a few of the smaller of these, each has its own kitchen, dining-room and living rooms and is presided over by a Head of the House who devotes her whole time to the administration of the house and the care of the students in her charge. Besides the regular college halls, there are sixty off-campus houses, so called, under private management in which students find accommodations. Among the principal college buildings proper may be named College Hall in which are located the administrative offices, lecture rooms and some class rooms; Seelye Hall, one of the finest on the campus; John M. Greene Hall with its exceptionally fine four manual organ and an auditorium with a seating capacity of 2300; The Library, commonly known to the students as "The Libe"; Lilly Hall of Science; Burton Hall, one of the newest and best; Chemistry Hall, Hillyer Art Gallery; The Gymnasium; the Lyman Plant House; the Observatory, and Music Hall.

The faculty and officers of the college number some 255. There are over 325 courses in the 23 different college departments. The present senior class in which more than 1000 entered as Freshmen now numbers some over 400. Smith has graduated more than 8000 women and trained thousands more. It is not a vocational college. Its purpose is not to train women for a specific occupation but for the manifold vocations, occupations and emergencies of modern life. Smith graduates originated the college settlements in America and have done

notable work along lines of industrial research, municipal reform and organized community service. Smith has dignified the cause of women's education by helping to put it on a parity with men's. She was the first women's college to start without a preparatory department. She was the first to adopt at the outset the same requirements for admission as in the best colleges for men. She was the first women's college to give her students large personal freedom. She dared to make the great experiment of trusting women's brains and women's behavior.

Smith is a democratic college, attracting women of varied circumstances. It is a national college, serving the whole country. The system of four class deans, who share the work of the Dean of the College, ensures personal relation between every student and the administration. The system of faculty and student advisers and of a group living in small dormitories makes possible that intimacy between teachers and students and between women of different classes that is characteristic of the life of a small college. On the other hand the large numbers provide a variety of inspiration and of personal interests and combat effectively geographical and social sectionalism.

The remarkable growth of Smith College has made absolutely necessary additional buildings and endowment. Last year's drive resulted in raising \$4,000,000 for increase of salaries, new dormitories, endowment of library, new music building, new gymnasium, new building for physics, geology and psychology, and a maintenance fund. \$1,500,000 will be invested in new dormitories. It is desired to bring practically the whole student body into campus houses and thus provide what is considered the nearest possible approximation to ideal living conditions. Now more

than half the students live in off-campus houses. The future will obviate this necessity, thus fostering a democratic spirit by a uniform standard of living, and offering equality of living conditions—and those the best available—for the health, comfort and social development of the students. Thus the new Smith will offer many additional advantages and will be well equipped to meet the growing demands being made upon her.

The new President of Smith, William Allan Neilson, Ph. D. LL.D., is a firm advocate of higher college standards. Smith students must meet new and increasing requirements. No admissions by certificate are now granted. Each applicant must take the examination. Smith is a college of hard work. No shirks are wanted and none will be tolerated. The system of ranking is rigid and wholly impersonal,—by it one is reminded of military discipline. But with requirements met, freedom for recreation and pleasure is wide and, within certain limits, almost unrestrained. Smith has student government consisting of a council and a house of representatives by which regulations of conduct are made.

Student life at Smith is not confined to the college itself but is constantly in touch with the varied life of a clean, up-to-date and progressive New England city. This serves to maintain a healthful balance of interests and activities and corrects the tendency to a narrow and one-sided development. Still, there is at all times the full round of the real college life and the college spirit is most pronounced. Among the students are to be found hundreds of devotees of the usual outdoor sports and Smith offers to these unusual opportunities. Tennis, basketball, archery, hockey, boating, skating, coasting and all other open air sports common to New England are here found. Dancing

is permitted each Saturday evening in the large hall of Students Building on the campus with music by one of the college orchestras. To these dances students are allowed to invite their men friends and therefore we find them frequented by many visitors from other colleges and elsewhere. The different campus houses are supplied with pianos and following the dinner hour each evening dancing among the girls themselves may be enjoyed for an hour as they may wish. Paradise Pond which is located just off the campus offers its seasonal attractions. In fall and spring there is boating and the evening gatherings about its shores. In winter it is kept clear for skating with a keeper always on duty. Twice each week during the winter spectacular ice carnivals are held with elaborate decorations of red and green lights strung over the ice, roaring fires in the fire-places in both the boat house and the crew house on the shore, and music to which scores of skaters skim over the smooth surface of the pond.

Smith is famous for its clubs. So many indeed are there, that no attempt will be made to name them. The Maine Club has a membership exclusively of Maine girls and the state spirit is much in evidence at its meetings and lively "bats" which are so frequently staged. There is one principal college orchestra and several minor organizations. Among the musical clubs may be named the Mandolin Club, the Glee Club and the Cleff Club. There is also a Dramatic Association which presents frequent plays.

Because of its large student body and the interest of the city people, Smith is able to bring to it the highest class of musical and speaking talent. Of these may be named Homer, Heifitz, Kreisler, Hoffman, Boston Symphony and New York Philharmonic; Philip Gibbs, Gil-

bert K. Chesterton, Reverend Lyman Abbott, who are among some of the more recent. In November last Anna Pavlowa and her Russian ballet were at John M. Green Hall for an evening. At vespers also, each Sunday afternoon, different speakers of note are heard at John M. Green Hall.

Additional interest and zest are added to the college life by the nearness of Amherst from whence come many students to cooperate with the Smith body in keeping from college life any ennui which might otherwise creep into it. Thus are the Saturday evening dances, the municipal theatre and the "movies" made far more enjoyable to many. The Municipal Theatre which has been mentioned is the only municipal theatre in the United States. It usually has a stock company playing and receives good patronage from the Smith students and their visitors in the numerous theatre parties which are so much enjoyed. Then, as has been suggested, there are the ever-present "movies," and Smith girls are by no means above the pleasure which the many gay "movie" parties offer as a variation of college life, for it seems to be a part of their college creed that nothing more than the movies banish for the moment the thought of college and take the students for a time into the realm of imagination and often back to the common things of every day life.

The two principal social events of the college year are Junior Prom and Glee Club Concert and Dances. These are held in the spring and to both the Smith girls invite men friends. At these functions, therefore, nearly all the men's colleges of New England are well represented.

Many other things enter into the college life at Smith to make it interesting and attractive to the average college girl. Dinner and lunch parties are al-

most daily held,—often, several a day, when students invite other Smith students or visitors to some one of the many places which two thousand Smith girls makes it possible and probably profitable for Northampton to provide for their pleasure and entertainment. Even the names of these special places are suggestive of the good things which are there to be had. There are the 'Cedar Stump,' the 'Copper Kettle,' 'Rose Inn,' 'Mary Marguerite,' 'The Fruit Farm,' not to speak of the hotels like the well-known Draper, Plymouth Inn and Alumnae House. While it may not seem dignified to speak of ice cream in connection with a women's college, yet even to the casual visitor it is evident that the Smith college girl as a rule frequently indulges in this luxury or necessity,—which, depends upon the point of view or perhaps we may better say the taste. A casual call during any evening at Beckman's, Kingsley's, Wiswell's or any of the other many favorite shops will easily impress one with the truth of this statement. In truth, Smith College and Northampton present to the hundreds of young women from all parts of the country who are here for nine months of each year not only the opportunity and requirement for hard, painstaking and constant study, for work which must be done if one is to remain, but they also offer the varied round of sports, pleasures and amusements, the lighter attractions which normal youth should ever be able to enjoy, and a general atmosphere of well-balanced and coordinated college and outside life in which all sense of isolation, narrowness and artificiality are absent without any sacrifice of the real and serious educational ideal and high intellectual standards for which Smith College preeminently stands.

Muriel S. Park, Gould's '17, Smith '21.

MORRIS PRATT BIRTHDAY,
November Twenty-Ninth
and
DONORS' DAY

Academy Hall, on December 7th, was filled with the friends of Gould's Academy upon an annual occasion which has become through years of recognition an important factor in the life of the school.

After having given an earnest address to the pupils for eight years in which Mrs. Gehring has tried to present before young minds the great demands of recognition, appreciation and gratitude for favors received as dominant claims upon those who are aiming to become truly educated, it has seemed to her that these foundations have been laid, and that the personal efforts of the school would lead to still further developments.

Therefore, she announced a year ago that hereafter the beloved Birthday would be considered an occasion of high privilege, wherein the school would honor the hour.

And it was a success! Never were these young people more willing, more courteous, or desirous of meeting the obligations of expression! Assisted by enthusiastic teachers and by the beautiful musical talent bestowed by Bethel friends who have thus given of themselves for years to enrich this anniversary—the afternoon proved to be one of enjoyment—and there can never be any hesitancy about arranging the program for another year!

Mrs. Gehring prefaced the program with an explanation to the fine, large Freshman class of the meaning of the day,—as each entering class must know the tender meaning of this Birthday.

She told them how very poor Gould's

Academy was at one time,—so poor it was feared the great lovely hall would have none but vacant seats, and how at that dreary time there came to Bethel a young man from a highly developed Christian family of wealth.

The story of the struggle for health for years of this young man, of his genial, lovable, sympathetic, generous character, and the pathos of his early death, held the absorbed attention of the young audience.

She told them of the noble way his parents bore their grief, and that Mr. and Mrs. Charles Millard Pratt had bestowed thousands of dollars which had kept Gould's Academy from closing its doors. She told them of the tender birthday gift for November 29th in Morris Pratt's memory, and how the last two years there had been an additional gift in memory of Margaret Pratt Frost whose graceful, girlish beauty is still a sweet and vivid recollection among us! And thus the entering Class and the new-comers and stranger-guests knew why the name of Morris Pratt is a living presence among us. Mrs. Gehring had spoken of Mr. and Mrs. Pratt's gifts as holding the Academy doors from closing. They were pushed wider open by Mr. Wm. J. Upson, and Mr. W. W. Hastings—and there came a legacy from Mr. and Mrs. Ezra Cross the two who held the school in affectionate remembrance, while pressing needs at the Dormitory were met by Mr. Wm. Bingham 2nd.

But two years ago, Bethel, the old Academic town, with its intellectual prestige, its reputation as a center for higher education, and the cultivation such an institution always engenders—was threatened with the extinction of its Academy.

Then Mr. William Bingham 2nd threw wide open those dangerously lightly-hung doors—and saved Gould's

Academy.

Here the applause interrupted the speaker.

Since then through this open doorway, not only the helpful past benefits are seen but those of the present day; and a future vista lies beyond through the thoughtful wisdom and magnificent generosity of this man of power to will, and power to do, which make words inadequate!

When for all the Donors a "Hand" was permitted, the foundations and roof of the Academy were threatened.

The program in the hands of Mr. Hanscom was as follows.

The charming mixed quartette (so eagerly welcomed everywhere among us, consisting of Dr. and Mrs. Wight, Mrs. Lyon, and Mr. Kilgore rendered the "Armorer" with stirring effect.

The next number was the "Patriot"—Creed of the boys of the Class of 1921.

To the measured beat of a stately march came the boys of the graduating class, and facing the audience were asked by the Class President the question of Sir Wm. Jones.

"What Constitutes a State?"

Each boy responded with one or more lines, and then in unison.

"What Constitutes a State?"

"Not high raised battlements or laboured mound.

Thick wall or moated gate:

Not cities proud with spires and turrets crowned:

Not bays and broad-armed ports,

Where laughing at the storms, rich navies ride:

Not starred and spangled courts

Where low-browed baseness wafts perfume to pride.

In unison: No! Men, high-minded men,

Men who their duties know,

But know their rights and knowing dare maintain:

Prevent the long-aimed blow,

And crush the tyrant while they rend the chain.

In unison: These Constitute a State."

Miss Litchfield then gave some amusing illustrations of the difficulties a French pupil has with the English language, and recited, in French, Mary Stuart's farewell to France.

Mr. Swasey asked a series of unanswerable scientific questions.

Mr. Pollard's Glee Club of boys made its first appearance, with good promise for a future.

Miss Wight told some of a teacher's reliefs from the monotony of the school-room by repeating some compositions, and class answers which may well be classified as RISIBLES.

Miss Seybolt led a large number of promptly-responding pupils through a swift summary of the Pilgrims experiences in different kinds of ships, and then with Russell at the piano, came all the marching girl-graduates to make known their Patriot Creed of the Class of 1921.

Led by Vivian Wight, each gave expression to the following:

"I believe"

In my country and her destiny:

In the great dream of her founders.

In her place among the nations,

In her ideals.

"I believe"

That her democracy must be protected.

Her privileges cherished.

Her freedom defended.

"I believe"

That humbly before the Almighty,

But proudly before all mankind:

We must safeguard her standard,

With the patriotic ardor

Of her minute men.

The vision of her Washington,

And the boys in blue

And the soldiers true of the present day.

"I believe"

In loyalty to my country, utterly, irrevocable, inviolable."

Mr. Hanscom after making far too few of his eagerly-awaited remarks announced that there were to be three prizes of \$10.00 each from the Morris Pratt fund, awarded at Commencement.

First, to the girl who has shown the most notable traits of womanly character, combined with the most successful cultivation of the true "Gould's" spirit.

Secondly, to the boy who best combines correct application to study, attention to duty, and manly, upright conduct at all times and in all places.

Third, to the boy or girl, who, when the world offers so many examples of loafing and shirking, shows the best disposition for consistent work, both manual and intellectual!

The announcement of a New Year gift to the school of a Victrola, was received with deafening applause.

Mr. Hanscom then read in his own beautiful manner Van Dyke's "Keeping Christmas," and the quartette sang an exquisite Italian Boat Song.

This was followed by Dr. Gehring who, inspired by the oratorical atmosphere of the occasion, gave Mr. Dooley's opinion of Oratory to a deeply-moved audience!

The wonderful National Anthem "To Thee O Country," by Eichberg, was rendered in a most inspiring manner by the quartette, and the program closed with "The Lord is my Shepherd," led by Mr. Pollard and the Glee Club, and rendered by the entire school.

And the Birthday and Donor's Day was pronounced a hopeful success.

For Drowsy Dreams the Easy-Chair is sweet;
For Clear, Hard Thinking choose the Harder
Seat.

HOUSEHOLD ARTS.

Home making is a woman's supreme concern. Her strongest instincts, the demands of society call her to it. Only the exceptional woman escapes it, in some form or other, and she not happily. The vaunted experiments in communistic living of the last eighty years have all conspicuously failed and left the unit of the family intact.

The average girl marries, marries a man of moderate means. What fitness or training does she bring to her home-making? Ordinarily the slightest. In many cases an ignorance and inexperience little short of criminal. Her husband by education of some sort along his chosen line has fitted himself for his work, be it trade or profession. The old-time New England housewife was an efficiency expert of high order. But with the almost unlimited openings, for good or ill, of occupations to women it can not be denied that housework has been relegated more or less to the background, considered a thing of drudgery to be left, if possible, to persons of very moderate intelligence, or to be gotten through with in the quickest possible time to give opportunity for other avocations.

The Courts do not recognize poor cooking or slovenly habits, per se, as grounds for divorce, but that is only by the grace of long-suffering husbands.

The great wealth of this comparatively new country, the large liberty accorded to her women has left them as housewives far below European women of the same classes in points of thrift and industry, as all travelers must recognize.

One of the most valuable lessons of the war—sometimes in the present dark chaos seemingly the only remaining one—was that of possible new economies in

every day living. What was begun during the war from altruistic motives, is made imperative, for the most of us, by present economic conditions, and from all forecast will be for a long time to come. So much to the good perhaps.

Long before this cataclysm of war wise educators were alert to the crying needs of new habits of thought, of new impulses along certain lines of education, and had founded institutions like our New England Simmons and many others of kindred aims, throughout the country. Raise any work to a science, an art, and you dignify, ennoble it, make it inspiring. Leave it below that status, it is drudgery.

Gould's Academy, thanks to the far-reaching recognitions of its great hearted benefactor, is not to be left behind in this most important department of education. One who reverences, perhaps unduly, the "golden gifts of learning," a stickler for the classics, who would have Greek put back into the curriculum, fervently believes that the new department of Domestic Science, or as Miss Seybolt prefers it, Household Arts, is going to be a most valuable, if not the most valuable, part of many girls' education.

Emerson says, "There is a best way of doing everything, even to the boiling of an egg." Here under carefully thought out, generously equipped conditions, our girls are going to be taught the best way of doing the things which it will be their business to do. That means efficiency, the elimination of waste along every line—time, strength, force, money. They are to be taught co-ordination, the allotting to every thing its proper outlay of time and energy. They are to learn values.

But says some mother jealous of her prerogative, "Why can't my daughter learn such things at home?" Because I may have had the college prepara-

tory work, do I fit my daughter for college at home? Not when she can have a fresh outside hand and new, later methods than those of my day.

Moreover, the average mother is too over-worked, too over-burdened with things to be done inside the home, to be done outside, to teach them. Sometimes frankly she does not know how. The wise, far-seeing mother does try, with infinite added pains to herself, and she, as a rule, is the mother most ready to admit her limitations and most enthusiastic in welcoming the aid of this new course in Household Arts. Apart from that, every intelligent mother recognizes the value of esprit de corps, the inspiration to a girl of doing things with her mates. And knows too how often an outside thrust will effectually drive in an oft-repeated home admonition.

Moreover, few women are fitted to teach all things. To our sorrow we know, that sometimes the best cooks are short on order. The orderly woman, who loves the care of her home, often hates to cook. The woman who is a "born dressmaker" and can initiate her child into the mysteries of sewing, finds housework a daily cross. Such frankly confessed limitations on the part of the average woman this all around systematized course supplements. No one expects it to replace home training. It is going to add to it, to enrich it by new knowledge, new comprehension.

Then the fun, the exhilaration of doing things together! For the normal girl abhors the lonely task. Think of the enthusiasm in cutting out and making garments in company, of laying the table, caring for the rooms, cooking, all in friendly rivalry. In this particular case the students have more than the usual share of pleasure.

For while a large part of the furnishing of the little new-old house of charm-

ing possibilities, has been accomplished, many of the finishing touches have been left to be done by the students as object lessons. So that the girls may share the satisfaction of seeing the house grow under their hands into the semblance of a home and feel in the evolution the pleased sense of proprietorship the joy of which even the embryo woman knows.

Under Miss Seybolt's supervision the Cottage has been already in a large measure made ready for the work. An up-to-date pantry and kitchen filled with all model utensils will certainly prove a lure to a practical course in cookery.

The pleasantly lighted dining-room with large western bow window has walls in rose and grey tones, simple oak furnishings and attractive china.

A well-lighted sewing-room with inviting closets and drawers, has two business like cutting tables and sewing machine.

The living-room is in soft tones of golden brown and deep ivory paint, with furniture of simple tone and rugs of harmonious coloring.

The second floor has three bed rooms with walls in flowered chintz patterned paper and attractive fittings. A small room serves as Miss Seybolt's office. There is also a perfectly equipped bath room.

Miss Seybolt lays stress upon the esthetic side of her teaching. Discrimination as to wall papers and fabrics, training in the knowledge of component colors and form are a part of the régime. Then there are lessons in the requisitioning of household supplies, intelligent buying, and in the latter advanced part of the course the all important but less easily apprehended chemistry of cooking.

It is with greatest interest that we shall watch the development of this ex-

periment, the grafting on of this new course which promises so much in the enlarged scope of modern education.

NEW AND IMPROVED BUILDINGS.

The colored sketch of the new colonial entrance for Gould's Academy drawn by Coolidge and Carlson, architects, of Boston, was recently placed on exhibition and has attracted much favorable comment. The architects have been authorized to place contracts for this work to be completed during the next summer's vacation. It is the universal opinion that the new entrance and a new belfry to harmonize, architecturally, will give a character and dignity to the building which is noticeably lacking at the present time.

The architect was in Bethel recently in consultation with Principal Hanscom and the Trustees relative to the new building which will be started in the early spring, if contracts can be placed for the work.

The building will be of yellow brick 50 by 80 feet. The basement will contain central heating plant, with dressing rooms, showers, lockers, etc. The ground floor will contain a gymnasium 50 by 55 feet with balcony, directors' and apparatus rooms. The second floor will have a model suite of rooms for domestic science, cooking and sewing laboratories, shops for manual training and ample room for recitation purposes. It is the object of the donor, Mr. Wm. Bingham 2nd, to make the building second to none of its kind in the State and the equipment complete in every particular.

It may appear to you that all the good jobs are taken, but by the time you are capable of filling one, it will be vacant.

—The Caxton Magazine.

RESIGNATION OF MR. SWASEY AS SUB-MASTER

Students and faculty are sorry to learn of the resignation of Mr. Guy H. Swasey, as Sub-Master, to take effect Jan. 1st. Mr. Swasey leaves Gould's to accept an important position at the State Reformatory for Men at South Windham, Maine.

The following from the Boston Post will convey a general idea of Mr. Swasey's new position:

"Lieutenant Harold E. Donnell, superintendent of the Maine Reformatory for Men at South Windham, has appointed Guy H. Swasey of Lincoln, now sub-master of Gould's Academy at Bethel, as statistical clerk, educational and parole officer of the institution. This position carries with it a great deal of hard work, responsibility and judgment. When Mr. Swasey began his duties at the reformatory today he was placed in charge of the records of the inmates.

"Mr. Swasey will look up the history of each individual case preceding the time that they got into difficulty with the law, will test each man's mentality under the Terman's system of mental intelligence and will then see that each man spends a portion of each evening in study. He will supervise this instruction and endeavor to supply each man with more knowledge in books than he had when he entered the institution, teaching those who have little or no elementary training so that they will be better able to care for themselves when paroled.

"When the time has arrived for parole Mr. Swasey will have to find employment for the man, and after paroling him keep a careful supervision over him until it has been proven that he is able to care for himself. With the class

of men which are being sent to the reformatory, it is claimed, that the work in this department will be strenuous, and it requires a man whose interest is deeply centered in the welfare of those who have been unfortunate enough to have committed crime and who need a strong mind to guide them. It is felt that Mr. Swasey is the right man for the place.

"Mr. Swasey was born and received his elementary and secondary school training in Lincoln, Me. He received his degree at Bates in 1914, and has since done graduate work in education and psychology. He has served as principal of the Winter Harbor High School and the Bingham High School, as well as superintendent of schools at Bingham. He served with the 103d Infantry, which was a part of the 26th (Yankee) Division, during the World war and later was transferred to the Chemical Warfare Service. Since returning from war he has been the sub-master of Gould's Academy at Bethel. He is a member of prominent fraternal organizations and the American Legion.

"Mr. Swasey is 28 years of age, and has given up the teaching profession because he is interested in aiding those who have fallen into crime through ignorance."

GOULD ACADEMY'S COMMENCEMENT, JUNE 10, 1920.

The Graduation

If there are hearts that do not respond to the appeal, when, to the rhythm of marching feet, the long line of students with their class-banners takes its stately way up the aisles of the thronged Odeon Hall on Graduation Day,—one does not wish to know such beings! And as one watches the ex-

pectant faces of the audience, a great wave of sympathy brings a spiritual unity, and one feels a sense of awe when in taking the broad view he realizes that thousands of boys and girls representing thousands of American homes during this month of June are passing in a magnificent review before the eye of Almighty God in our beloved Republic. Its salvation lies in educated American citizenship in our coming men and women. Only based upon this rock is our unique country to fulfill its glorious opportunity. Our community has contributed its quota.

June tenth was a glorious morning, and the gallery of Odeon Hall was filled to its standing capacity; at the other end was the beautiful stage with its background of evergreens upon whose freshness 1920 in great gold figures was blazened. In front, swaying a bit in the breeze in the same golden colors, swung the Class motto, "Carpe Diem," "Seize the Opportunity" or, even more virile in the rough translation, "Capture the Day." The footlights were obscured by lovely white flowers and green foliage most tastefully arranged. A fine orchestra gave pleasing selections and played most inspiring marches by which the long procession filed to its seats; and when the Graduating Class bade adieu to its beloved Alma Mater as it left the hall.

The program was opened with a fitting invocation by the Rev. Mr. Wheaton and was most interesting. Four scholarly, earnest efforts showed what Gould's Academy had done for its pupils, and the dignified program was brightened by the interpolation of Class history, Class prophecy and the bestowal of clever gifts dispensed by a charming dual-benefaction where pure fun in perfect taste gave the audience a delightful share in the merriment. A Class gift of unusual worth, a fine bust of

Theodore Roosevelt, was most fittingly presented by William Vandenkerekhoven, representing the Class of 1920, to Gould's Academy, and was received by the president, Dr. J. G. Gehring with the following words:

"Class of 1920,

In this wise choice of a gift to Gould's Academy, you have bestowed honor upon yourselves.

During this crisis in the affairs of our Republic no other name can appeal to us as does that of Theodore Roosevelt,—for he was the greatest American of our own time. He was alive and virile to his finger tips. He not only was possessed of convictions, but he had the courage of them, and applied them with marvelous energy and fearlessness.

This many-sided, versatile man of power left one tremendous legacy to every boy and girl student of our land, whether in school or out, whether in shop or business or on the farm,—he showed the way to become well-informed, intelligent, and cultivated citizens!

If one message could be chosen to inspire this class and the pupils who will look at this great man's face during the coming years,—it would be the one that helped to make him the great man he was,—to read, and read, and read,—to acquire knowledge in this and in every other way,—and then,—for mere learning is an empty thing, and all knowledge is idle and of no earthly use if permitted to lie unused in the attic of the mind,—to apply what you have learned that it may add to the sum of human welfare and happiness.

In accepting this suggestive gift to Gould's Academy from the class of 1920, on behalf of the Trustees, I voice the feeling of all who represent this school when I say, we thank you most sincerely for your wise and inspiring choice."

Mr. Hanscom's eagerly awaited final

words to his pupils were as unusual and vivid as ever, as original as an ever-growing mind can express.

After singing the Class Ode the long flower-laden line of the recipients of their well-earned diplomas left the hall, marching to the orchestral strain which now seemed to bear an undercurrent of sadness; and the great audience broke into enthusiastic groups expressing cordial satisfaction in what the school had done, and with great hopes for its future.

The Programme

March

Invocation

Music

Latin Salutatory,

†RUTH MARCIA KENDALL

Woman and Labor,

*DORIS HARRIET DENNEN

The Rise of Democracy,

*ROGER EARL BARTLETT

Class History,

†RUTH MERRILL WHEELER

The American Red Cross,

*EDITH ELEANOR CUMMINGS

Century Old Maine,

*LIBBIE LYNNE GOODRIDGE

The Monroe Doctrine,

*MYRON CHAUNCEY BRYANT

Class Oration—Americanism,

†VIVIAN FOSTER HUTCHINS

Music

The Study of Literature,

*LAURA MARIE CUMMINGS

Presentation of Class Gift,

†WILLIAM VANDENKERCKHOVEN

Acceptance of Gift,

DR. J. G. GEHRING,

President of Trustees

Benjamin Franklin,

*ARCHIBALD LEWIS YOUNG

The Salvation Army,

*MARION GERTRUDE HUTCHINS

Class Prophecy,

†MARJORIE FARWELL

Music

Educational Value of Science,

*GORDON ELMO MASON

College Education for Women,

*EDITH ALICE SOPER

Presentation of Gifts to Class,

†MARY LYDIA GROVER

†DORIS AGNES ORDWAY

A Self-Made Man,

*LOUIS VAN DEN KERCKHOVEN

The 20th Century Woman,

*EDA HANNAH THURSTON

Valedictory Address,

†MARION BERTHA KENISTON

Music

Conferring of Diplomas

Singing Class Ode

Benediction

†Honor Part

†Elective Part

*Excused

CLASS ODE

Laura Beatrice Hutchinson

Tune—"Hail and Farewell"

Friendship's gold chain must be broken,

Yes, link by link it must part!

Our valedictory spoken,

Our farewells said we depart.

Yet in life's journey before us,

Let us be steadfast and true;

And in the great school above us,

The chain will be welded anew.

So in our hearts we have pictured,

Mem'ries too dear to be told;

Gladly our last benediction

Rests on the dear Blue and Gold.

And as a lamp in the forest,

Lessons of faith learned at Gould's

Will guide us as we press forward,

Our chart, the great Golden Rule.

So may the green and the golden

Bring fame to our dear old school;

And ne'er will our fond hearts falter,

In faith to our dear old Gould's.

So in our hearts we have pictured,

Mem'ries too dear to be told;

Gladly our last benediction

Rests on the dear Blue and Gold.

The Banquet

At one P. M., the beautiful Bethel Inn was as usual more than ready to dispense hospitality. The handsome dining room held three long tables garnished with white and purple lilaes. A luncheon was served of such bounty and with such service as only the wonderfully-executive and always charming Manager-hostess with her skilful staff could achieve. And such a merry affair as it was! Many were the good stories exchanged; spontaneous was the laughter, and a delightful absence of stiffness filled the hour. After the ices Mr. Fred Bean Merrill, President of the Alumni Association, took charge of the proceedings, bringing before the assembly various reports of secretary and treasurer, which gave satisfaction. A suggestion was made by Judge George Rich of Berlin, N. H., that an old portrait of Rev. Mr. Gould, for whom the Academy was named, should be restored and rehung. The interested classes whom he represented were cordially given this opportunity, and at a future meeting of the Trustees the subject will be given respectful attention and the classes entire freedom to carry out this praiseworthy effort in giving honor to one to whom "Gould's" owes its name.

Mr. James D. Merriman, a former, valued Principal, who with his eagerly-welcomed sister, Mrs. Fellows, were special guests of honor, then held the attention of the audience with first, a pleasant recognition of Bethel and then, by making a vivid appeal for the teaching forces of the country. The absolute necessity of the recognition of their value, and their unjust situation were vividly portrayed. That our trained men and women are being forced from the teaching ranks because of their inability to support themselves with the scanty wages bestowed, and their places

to be filled, if filled at all, by a far less well-trained class of people, makes the future of our country look dark and uncertain. Mr. Merriman's words were terribly true; and his impassioned appeal we hope will not be forgotten.

When Principal Hanscom's name was called he spoke of the crisis he felt this school was approaching when they met a year ago,—the gravest in all its history. And then related how marvelously it had been met and triumphantly passed. He spoke of the gift of one thousand dollars given by Mr. William W. Hastings in memory of his father Major G. A. Hastings, for many years an efficient member of the Board of Trustees. And of the legacy of ten thousand dollars from Mrs. Ezra M. Cross, in memory of her husband who received his early education in Gould's Academy. And then as a magnificent climax to these assurances of help came a pledge of financial assistance from Mr. William Bingham, 2nd, of such magnitude as to make possible improved buildings and equipment, a strengthening of the faculty, and a broadening of the curriculum that will meet the imperative needs of the coming years.

And then Mr. Hanscom, with his unfailing, eloquent graciousness brought the assembly together in one great wave of enthusiasm as he voiced what lies deep in the hearts of this community by saying: "For nearly ten years this quiet, modest, unassuming man has gone in and out among us, scattering benefits with his right hand, while his left was in utter ignorance of its neighbor's doings. It may well be said of him as we said of One nineteen hundred years ago 'He went about doing good.' There is little that we may say to do him honor, for his works will always praise him in the gates; but I am sure that every person present will wish to rise and in the clear, sparkling water of our own

Mountain Brook drink to him this Toast."

"To William Bingham, 2nd, Philanthropist and Patron of Education! May the best that life can offer be his. And may the seeds sown by his generosity in the lives of Gould's Academy pupils spring up and bear fruit a hundred-fold to do him honor in the years to come."

The up-rising audience with raised glasses drank this health, *con amore*, while from the private dining room, beautifully decorated with the Class colors of green and gold, came the enthusiastic call of the Graduates, nine rousing Rah's and—Bingham.

The alumni then gathered in the music room and under the inspiring leadership of Mrs. Ruth King Carter sang their old songs till time for the annual ball game, Gould's against the Alumni, on the Alumni Field at four o'clock.

Ball Game

The game was well attended and was hotly contested from start to finish. The Alumni presented a strong aggregation of the "Stars" of former years and the Academy team, although putting up a plucky resistance, went down to defeat by a score of eleven to four.

The Reception

At eight P. M. pretty girls in dainty gowns; soldier-like big boys and erect little lads; proud mothers and fathers, sisters, cousins and aunts and interested matrons,—all were courteously bowing before the 'receiving line'! Then a burst of music followed, and the grand march began melting finally into the cordial old New England folk-dance, where all the dancers meet in turn, followed by the dances of today with their pretty rhythm. And then the glad, gay, sad day, ended—with young hearts already feeling the loneliness sure to fol-

low broken ties; while every old heart was wishing the very best of life for this dear class of 1920.

REV. LEVI M. POWERS.

Word has been received of the death in Washington, D. C., of Rev. Levi M. Powers, a distinguished alumnus of Gould's Academy. Mr. Powers will be remembered as the principal speaker at the commencement dinner at Bethel Inn in June, 1919. The following notice appeared in the Lewiston Journal of Dec. 30th:

The Rev. Dr. Levi Moore Powers, pastor of the Universalist Church of Our Father, Washington, D. C., died Monday, less than twenty-four hours after he had preached a forceful sermon on the topic, "A Man Too Great to Die." Dr. Powers was one of the most liberal clergymen in Washington. His radical views were attacked in some quarters, yet he had a large following. His Sunday night forums instituted about three months ago were attended by some of the leading light in the literary, religious and scientific world.

Dr. Powers was born in Newry, Maine, March 21, 1864. He was the son of C. H. L. and Sarahette Moore Powers. He attended Kent's Hill Seminary, Gould's Academy, Tufts College and Theological School, graduating in 1890. He was awarded the degree of bachelor of divinity in 1890, and received his doctor of divinity degree from Tufts College in 1905. He also attended summer courses at Harvard and the University of Michigan.

He was ordained to the Universalist ministry in 1890 and accepted his first charge in Foxboro, Mass., the same year. He had charges in Somerville, Mass., Buffalo, N. Y., Haverhill, Mass.

Dr. Powers went to the Church of Our Father in September, 1919, succeeding Rev. Dr. John Schaick, jr. He was a lover of New England scenery and spent his summers motoring through that section of the country. About a week ago he was admitted to the Washington City Club. He was a trustee of the Universalist Publishing House and was a Mason and Knight Templar. He was a member of the Twentieth Century Club of Boston and frequently lectured on social and economic topics.

Besides his wife he is survived by his father, and one sister, Mrs. Herbert E. Bentoff of Philadelphia.

DEATH OF ALBERT L. BURBANK.

In the death of Albert L. Burbank of Portland, Gould's Academy has lost one of its oldest and most faithful trustees.

The following is copied from the Portland Daily Press:

Mr. Burbank had entered upon the last month of his eighty-ninth year with mental grasp unnnarrowed, with sympathies undulled. With the same shrewd, sane, comprehensive outlook upon the world, the same altitude of kindly courtesy, of helpful interest toward people, the same quiet perceptive humor, which made it unfailingly a pleasure to meet him.

To the last he maintained his strong, efficient, discriminating hold upon the affairs of his business.

He has lived blamelessly and with high honor.

A man of strong convictions, naturally conservative, he has seen the world revolutionized in his day and has met the changes tolerantly, comprehendingly and without bitterness.

Deeply religious he has seen things,

once, to him, essentials of belief and conduct, come to be regarded as non-essentials, without ever losing his hold upon the great fundamental bases of faith.

He loved Bethel, rejoiced in the beauty of her scene and was keenly alive to the interests of her people. It was a satisfaction to him that his only son chose in marriage a descendant of an old Bethel family. He was of Bethel as well as Portland.

And Bethel people loved and honored him. To many of them there comes a sense of personal loss in his death and of personal enrichment in the memory of his long, useful, high-erected life.

PERCY M. BENNETT

The Christmas vacation was saddened for the teachers and pupils of Gould's Academy by the death of Percy Bennett of the freshman class, which occurred at his home in Mayville, Dec. 26.

Percy entered Gould's Academy in September, but, owing to failing health, was obliged to leave school before the end of the term, much to the sorrow of his teachers and school-mates. Of a cheery disposition, quiet, gentlemanly and courteous always, he was loved by all who knew him, and will be greatly missed, not only in the home, but in church and school and in the organization of Boy Scouts.

"God's ways seem dark, but soon or late

They touch the shining hills of day."

and we believe that Percy, though lost to sight for a little while, has simply been promoted to a higher school, where he will be waiting with his cheery smile and glorified presence to welcome us, when we, too, shall have passed our final test and received the call of the Master to come up higher.



QUOTATIONS APPLIED

"Here's to the whole world, for fear some fool will feel sore because he is left out."

"Do the work that is assigned you, and you cannot hope too much or dare too much."
Senior Class.

"Never have we seen him unkind,
Ever have we loved him."

Mr. Hanscom.

"Only a boy with his fearless tread,
Who cannot be driven, but must be lead."

Ralph Burris.

"Blue were her eyes as the fairy flax,
Her cheeks like the dawn of day."

Dorothy Goodnow.

"Her suitors were many and bold."

Vivian Wight.

"Rare compound of oddity, frolic and fun."

Agnes Foster.

"It is better for a young man to blush than to turn pale."

Rodney Bartlett.

"Her heart is light from morn 'til night."

Lilla Morse.

"Amiable, she won all;
Intelligent, she charmed all,
Fervent, she loved all."

Katherine Brown.

"I'm here, because I'm here."

Gardiner Herriek.

"My heart is true as steel."

Gertrude Chapman.

"Do what conscience says is right,
Do what reason says is best,
Do with willing hand and heart,
Do your duty and be blest."

Dorothy Reid.

"His smile is like the morning dew."
Only it won't wear off.

Donald Sweeney.

"Bright with smiles was her face."

Eunice Smith.

"The storm retires and the sky grows clear,
When thy merry step draws near."

Margaret Hanscom.

"'Tis the greatest folly
Not to be jolly;
That's what I think."

Everett Marshall.

"Dark eyes are dearer far
Than those that mock the hyacinthene bell."

Emily Keene.

"Woman's at best a contradiction still."

Celia Kimball.

"Keep me company but two years more,
Thou shalt not know the sound of thine own
tongue."

Edward Parrott.

"She is pretty to walk with
And witty to talk with
And pleasant, too, to think on."

Elizabeth Emery.

"Blessed are those who entertain the world
with song."

Louisa Wilson.

"A hail fellow, well met."

Guy Patterson.

"Wise to resolve, and patient to perform."

Ella Hanscom.

"Life is a joke and all things show it,
Look at Effie, then you'll know it."

Effie Sumner.

- "The wisest are not the noisiest."
Arnold Eames.
- "Her eyes had a dancing light in them, and while you looked at her cheek the color paled and deepened."
Elsie Enman.
- "None knew thee but to love thee,
None named thee but to praise."
Miss Seybolt.
- "I am as sober as a judge."
Forrest Stowell.
- "Man delighteth not me." ? ? ?
Gwendolyn Bartlett.
- "Her hair is of a golden hue,
Take care! Take care!
And what she says, it is not true,
Beware! Beware!"
Miriam Martin.
- "Verily he sitteth down in sections."
Kenneth Wight.
- "A blue eyed child with modest ways,
She's never spoiled a bit by praise."
Doris Goodnow.
- "Cheerful at morning she wakes from short
repose,
Breathes the keen air and carols as she goes."
Marian Rand.
- "He, while his companions slept,
Was toiling upward in the night."
Olin Boothman.
- "A wee girl, but oh so nice."
Emeline Heath.
- "How pretty her blushing was, and how she
blushed again."
Alice Mundt.
- "Just a happy, go-lucky boy."
Gordon Rush.
- "Not that I loved Caesar less, but that I
loved Rome more."
Helen Beckler,
Adelia Cummings.
- "Let us then be what we are and speak
what we think, and in all things keep our-
selves loyal to truth and the sacred profes-
sion of friendship."
Alice Eames.
- "I am sure care is an enemy to life."
Luther Morse.
- "Maidens should be mild and meek
Swift to hear and slow to speak."
Dorothy Haines.
- "Our little mother at Gould's,
May we never displease her."
Miss Whitman.
- "A handful of common sense is worth a
bushel of learning."
Glyndon Sawin.
- "Quite free from care am I."
Christine Littlefield.
- "So much is a man worth as he esteems
himself."
Carl Richardson.
- "Her thoughts are ever 'Way Down Upon
the SWAN-ee River'."
Elsie Flint.
- "He hath a head to contrive, a tongue to
persuade, and a hand to execute mischief."
Walter Inman.
- "A maiden never bold; of spirit mild and
gentle."
Alfreda Wheeler.
- "In each cheek appears a pretty dimple."
Rosamond Grover.
- "Excellence is never granted to man, but
as the rewards of labor."
Evans Wilson.
- "The inner side of every cloud
Is bright and shining,
I therefore, turn my clouds about
And always wear them inside out
To show the lining."
Ethel Capen

"Dark were her eyes as the berry
That grows on the thorns by the wayside."

Dora Tibbetts

"And if his name be George,
I'll call him Peter."

Arthur Jackson.

"Avec les beaux cheveux rouges."

Alice Chapman.

"A rosebud, set with little wilful thorns."

Ruth Verrill.

"I dare do all that may become a man; who
dares do more is none."

Warren Brown.

"I wonder if I'll be an old maid."

Gertrude Harrington.

"Not stepping over the bounds of modesty."

Hazel Sanborn.

"His modest, bashful nature, and true innocence make him silent."

Philip Beckler.

"And, if one man betrays my trust
Must I, therefore, be blind
To all the virtues of the rest
And turn against mankind."

Thelma Kilgore.

"Large streams from little fountains flow,
Tall oaks from little acorns grow."

Roy Davis.

"For she was just the quiet kind,
Whose natures never vary."

Bernice Haines.

"Thou art so very sweet and fair,
With such a heaven in thine eyes,
It almost seems an overcare
To ask thee to be good or wise."

Maude Cummings.

"Whence is thy learning?
Hath thy toil o'er books consumed the midnight oil?"

Lauris Tyler.

"He is filled full of good intentions, and
his good intentions are fulfilled."

Mr. Swasey.

"Tall and slender in form, like the lilies
one finds in a meadow."

Mildred York.

"She never spoke, acted, thought but in a
manner of praise."

Louise Shordon.

"Never remember today what you can forget tomorrow."

Junior English Boys.

"Serve yourself, if you would be well
served."

Erma Marshall.

"Why always smiles and happiness?"

Tressa Sidelinger.

"Marvelously modest maiden, you."

Adelaide Ramsell.

"Why so many whys and wherefores?"

Fred Philbrick.

"Honest work for the day, honest hope for
the morrow."

Florence Young.

"Her bright smile haunts me still."

Richard Russell.

"A good little girl indeed."

Genie Saunders.

"Her air, her manners,
All who saw admired."

Ruth Hastings.

"He wears the rose of youth upon him."

Edward Swan.

"It is seldom we find out how great our
resources are until we are called upon."

Stella York.

"Idleness is a constant sin, and labor is a
duty."

Floyd Mason.

- "My own thoughts are my companions."
Mildred McInnis.
- "Oh these pessimists, take life easy."
Geneva Grover.
- "He is the mildest mannered man."
William Chapman.
- "If naebody cares for me, I'll care for
naebody."
Charles Gorman.
- "My heart, like the moon, is always
changing."
Doris Grover.
- "'Tis memory alone that enriches the
mind."
Alice Smith.
- "Off with the old love, on with the new."
Edward Hanscom.
- "Her heart is sad, her hope is gone,
She sits and mourns the whole day long."
Marjorie Jackson.
- "There is a garden in her face, where roses
and white lilies grow."
Hildred Keddy.
- "Love seldom haunts the breast where
learning lies."
Taylor Clough.
- "She's simply what's sweetest, completest
and neatest,
A dear little, sweet little girl."
Ruth Emery.
- "Mindful, not of herself."
Ferol Brinck.
- "Life is a jest and all things show it,
I thought so once, and now I know it."
Clarence Philbrook.
- "I have ease, and I have health
And I have spirits light as air,
And more than wisdom, more than wealth,
A merry heart that laughs at care."
Joan Skillings.
- "Her very silence and her patience speak."
Annabel Snow.
- "We have heard that men of few words
are the best men."
Clyde and Elmer Stevens.
- "She speaks and behaves and acts
Just as she ought."
Shirley Brooks.
- "Even though vanquished, he would argue
still."
Horace Morse.
- "Be to her virtues ever kind."
Olive Wiley.
- "Quiet people are welcome everywhere."
Janet Campbell.
- "Friends are like melons, shall I tell you why?
To find one good one you must many try."
Hazel Herrick.
- "I am Sir Oracle; when I ope my lips,
Let no dog bark."
Walter Rand.
- "In thee is found the fire of thought."
Doris Keene.
- "A merrier man
Within the limit of becoming mirth,
I never spent an hour's talk withal."
Rodney Linnell.
- "My thoughts are my own, a penny can-
not buy them."
Sybil Bennett.
- "Blue as the blue that colors the hue
Of the cerulean sky above
Is the glittering, shimmering sheen
In the eyes of my lady love."
Harold Bennett.
- "What is really best for us is always within
our reach,
Though often overlooked."
Ethelyn Dudley.
- "Do good by stealth, and blush to find it
fame."
Celestine Flint.

"Everyone's pal, great or small."

Miss Wight.

"As frank as the rain on cherry blossoms."

Frances Morse.

"A mannerly, quiet young man."

Hugh Stearns.

"A merry heart goes all the day."

Ruth Luxton.

"I everywhere am thinking of thy blue eyes sweet smile."

Charles Swan.

"There is nothing half so sweet in life as love's young dream."

Hilda Brooks.

"Thou hast no faults, or I no faults can spy,
Thou art all beauty, or all blindness I."

Miss Litchfield.

"Young man, thou wert not born to be ruled, but to rule."

Enoch Foster.

"The joy of youth and health her eyes displayed,
And ease of heart her every look conveyed."

Pauline King.

"Actions, looks, words, steps form the alphabet by which you may spell character."

Edith and Bessie Trask.

A new vision must come to the school world of America, a vision that reveals it to itself as the moulder of the soul-stuff of the nation in the likeness of the ideal humanity, and to so fit the framework of educational activities that the translation of the ideal republic into the terms of practical democratic living may speedily and beautifully be made effective.—Mary C. C. Bradford.

"Truth is as impossible to be soiled by an outward touch as the sunbeam."

SCHOOL NOTES



Doris Bennett '20

Gould's Academy opened this year with 121 students. We were glad to welcome back Mr. Hanscom, Mr. Swasey, Miss Whitman and to greet Miss Litchfield, Miss Wight and Miss Seybolt, as our faculty.

A school orchestra has been formed under the leadership of Mr. C. L. Wheaton, pastor of the Methodist church. Those especially interested are Walter Inman, Rodney Bartlett, Vivian Wight, Rodney Linnell, Doris Goodnow and Eunice Smith.

A Boys' Glee Club has been organized under the leadership of Mr. Charles L. Pollard. At the Morris Pratt Memorial Service they led the singing and gave a special selection.

During the term the students have been very glad to welcome several interested visitors. Among them were: Mrs. Gehring, Mrs. Curtis, Mr. Wheaton, Miss Cooney, State Supervisor of Household Arts work in Maine; Mrs. Holmes, whose eight sons graduated from G. A.; Mr. Jefferson Smith, who came in the interest of Y. M. C. A. work.

The school and faculty, inspired by the words of Jefferson Smith contributed generously to the Relief Fund for the Starving Children of Europe. The total amount raised was \$42.00.

Around school there has been much interest shown in the Twentieth Century Club. About twenty-two students belong and enjoy the entertainments and lessons given by Mrs. Gehring at her home every other Thursday evening.

Several students, on account of severe illness, have withdrawn for a part of the term or the whole year. We are all very glad to have Thelma Kilgore with us so soon again, and regret very much the absence of Louisa Stewart, Rubena Swett and Marion Rand, but hope they may join us again next year.

The term has had several unexpected pauses in the routine. September 23rd was given up to the Norway Fair; October 5th, Teachers' Rally at Norway; October 28, 29, Teachers' Convention at Bangor; November 30, Morris Pratt Memorial Service.

The following clipping from the Maine State School Bulletin for the fall of 1920 shows that Gould's occupies a place of prominence among Maine's educational institutions:

**"A BRIGHT OUTLOOK FOR
GOULD'S ACADEMY.**

(Clipped from Maine State School Bulletin)

"Gould's Academy, Bethel, Maine, enters upon its 85th year with improved buildings, a broadened curriculum, an enlarged teaching force and the largest entering class in the history of the school. A Domestic Art Course is being started this year with Miss Lois A. Seybolt, recently an instructor in Simmons College, in charge. A ten room cottage, situated on the Campus, has been remodeled and thoroughly equipped for this department.

"A new gymnasium, shops for manual training and a central heating plant are some of the improvements promised

for next year, all of which are being planned by Coolidge and Carlson, architects, of Boston.

"Principal Frank E. Hanscom, who enters upon his 24th year as head of the institution is to be congratulated on the steady growth and development of the school during his administration. He has seen the attendance twice doubled, the faculty increased from three to seven, the number of buildings from one to four, and from almost total lack of endowment, a financial backing that will make the future of the school secure for all time."

The new Household Arts Course and the long anticipated "cottage" in connection with it have caused quite a sensation and not a little talk around school. The following paragraphs taken from a theme of a sophomore Household Arts student illumines the course.

"The first aim of Household Arts is to be practical and within reach of everyone. It teaches a student to practice the best methods of keeping a house in a clean and scientific way. It helps her to plan the best daily diet, and to do practical home nursing.

"In later life when the students have a home of their own to manage they are going to better understand how they may do things easily that their mothers had to rack their brains and break their backs to accomplish. It cannot but help the community if each family has this home-making training. Many diseases will be avoided and a more healthy community will result."

Officers of the different school organizations are as follows:

UNDERGRADUATE ASSOCIATION

President,	Walter Rand
Vice-President,	Edward Hanscom
Secretary,	Miss Litchfield
Treasurer,	Vivian Wight
Auditor,	Mr. Swasey

Board of Control

Mr. Hanscom,	Alice Eames,
Mr. Swasey,	Walter Rand,
Edward Hanscom,	Miss Litchfield,
Vivian Wight,	Glyndon Sawin.

Y. M. C. A.

President,	Horace Morse
Vice-President,	Edward Hanscom
Secretary,	Olin Boothman
Treasurer,	Glyndon Sawin
Faculty Advisor,	Prin. F. E. Hanscom
Executive Com.—	Walter Rand, Mr. Swasey,
Philip Beekler	

Y. W. C. A.

President,	Doris Keene
Vice-President,	Alice Eames
Secretary,	Margaret Hanscom
Treasurer,	Alice Mundt
Faculty Advisor,	Miss Wight

BOYS' BASKETBALL ASSOCIATION

Manager,	Mr. Swasey
Captain,	Philip Beekler

GIRLS' BASKETBALL ASSOCIATION

Manager,	Miss Litchfield
Captain,	Margaret Hanscom

books to help pass away the time. Annabel is a very studious young person, and I'll tell you a secret, if you'll promise not to tell, she can make up poetry, and sometime—perhaps in the next issue of the "Herald"—she'll write a poem about the members of the Senior Class. Our "Parrott" is still with us, also with the exception of "Rex," the rest of the boys and girls of last year.

The first of the year the class gave a reception to the entering class. All present seemed to have a very enjoyable time. The matrons were Mrs. Hanscom, Mrs. Van, Mrs. Wight, Miss Litchfield, Miss Wight, and Miss Seybolt. Refreshments, consisting of fruit punch and wafers, were served.

A benefit social and tea have been given since then, under the auspices of the Senior Class. This was a big success both socially and financially. More of these socials and teas will be given later to enlarge the Graduation Fund.

SENIOR CLASS NOTES.

President,	Philip Beekler
Vice-President,	Walter Rand
Sec. and Treas.,	Vivian Wight

When school opened in the fall of this year our Senior Class numbered twenty-three—nine boys and fourteen girls. Since that time we have lost one of the jolly boys, "Rex" Robinson. He has gone to Portland, Maine, to attend Shaw's Business College.

We were glad to welcome Richard Russell, Annabel Snow and Miriam Martin into our midst. Richard, we soon found out, could play the piano with skill. Miriam Martin is the girl from Massachusetts (with the auburn curls), who reads all the new library

JUNIOR CLASS NOTES.

President,	Edward Hanscom
Vice-President,	Harold Bennett
Sec. and Treas.,	Margaret Hanscom

We think the Herald would not be complete without a word from the Junior Class. The class now numbers twenty-four, having been increased by the addition of Miss Thelma Kilgore of Newry, Gwendolyn Bartlett of Locke's Mills, and Miss Frances Morse of Hanover. Miss Louise Stewart of Errol, N. H. also joined the class at the beginning of the year but was obliged to leave school on account of illness, much to our regret.

That the class takes an active part in all school activities is evidenced by the following: The class furnishes a Vice-

President and Treasurer for the Y. M. C. A., a Secretary and Treasurer for the Y. W. C. A., Vice-President of the Undergraduates Association, business manager and two editors for the Herald, two members of the boys' basketball team, and two members, including the captain of the girls' basketball team.

The first class meeting was called by Mr. Hanscom on November 9th, when the following officers were elected:

President,	Taylor Clough
Vice-Pres.,	Donald Sweeney
Secretary,	Ruth Hastings
Treasurer,	Ruth Hastings
Class Editor,	Louise Shordon

SOPHOMORE CLASS NOTES.

At the first class meeting of the year the following officers were elected:

President,	Rodney Bartlett
Vice-President,	Dorothy Goodnow
Sec. and Treas.,	Hilda Brooks

The class editors for the Herald, appointed by the faculty are: Rodney Bartlett and Olive Wiley.

We have three new students in our class this year: Hilda Brooks from Errol, N. H., Rodney Linnell from Magalloway, Guy Patterson decided he liked the class of '23 better than the class of '22, so he returned this year to enter our class.

S is for Sophies, some call us smart.
O is for order, we'll all do our part.
P is for patience, for which we are noted,
H is high rank, listen! we were promoted.
O is obeying rules—we have enough.
My, but Caesar is certainly tough!
 Over the pages we slowly turn,
 Rules and syntax that we must learn!
 Everyone is doing his and her best—
 So—Christmas is coming, we'll all take a rest.

FRESHMAN CLASS NOTES.

We have a very large entering class this year. In fact, there are forty-three in number.

We have some very brilliant and witty students in our class as the following will show.

Mr. Gordon Rush of the Freshman Class started to go to the waste basket to sharpen his pencil. When he reached it he was unable to find the pencil to be sharpened. He hunted high and low and searched each pocket through and through. At last he turned to go (in disgust) to his seat. Miss Whitman, who had been an observer of these proceedings said,

"What is the matter, Mr. Rush?"

"I can't find my pencil."

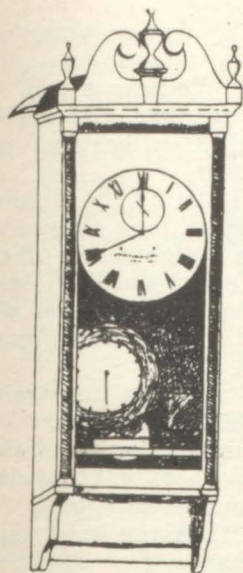
"I think it is in your mouth," she replied.

Miss Wight in Freshman English, reading descriptive paragraphs:—

"He has yellow hair, blue eyes and white teeth about five feet tall."

Although we have the largest class this year, more have left our class than any other so far. Miss Rubena Swett was obliged to leave on account of illness. Miss Marion Rand left to go to the hospital for appendicitis. We all hope they will soon recover and return.

Patriotism is something more than a sentiment, however enthusiastically expressed. It is something more than saluting the flag or singing America and the Star Spangled Banner. Patriotism is consciousness of obligation and readiness for sacrifice.—John Grier Hibben.



Under
The
School
Clock

Miss W., in Soph. English, talking on her "Favorite Animal": "My dog plays with me very much, and I think this is because he doesn't have many other dogs to play with."

Miss E. (reading in Virgil class)—
"et pleno se prolint auro." When asked to translate: "Well,—it means he slobbered all over himself."

Mr. P., in Soph. English, reading the life of Oliver Cromwell:—"Oliver Cromwell was born in April 1999."

Class talking of observation.

Mr. S. asked if the class had noticed the different colored eyes in school. It was decided that the majority were hazel.

Mr. S.:—"Is that right, Rodney?"

Senior French (Mr. Russell translat-

ing):—"des éclairs partaint de vos yeux." "Stars shown in your eyes."

Mr. Hanscom (in Sen. Geom.):—"What is a line, Mr. M.?"

Mr. M.:—"A continuance of dots."

The Senior English class was discussing incidents in the life of a certain author. Suddenly a hand was raised and Mr. R. contributed this information to the class: "When he died he willed his feather bed to his wife."

A daily motto: "Please bring your gum to the waste paper basket." This does not apply entirely to the "Freshies." Oh no!

"Pleased with a rattle, tickled by a straw."—Senior English Class.

Ah, the "misery" and "lost sleep" caused by those dreaded declamations!

Miss H. (in American History class) when asked to tell about the Mohammedans: "Well, when they die, two angels come—(hesitation) well, to tell them which way to go."

A new definition for an isosceles triangle, by one of the Sophomores: "An isosceles triangle is a triangle with an isosceles angle in it."

Miss W.:—"What is a democracy?"
Bright Senior:—"A country ruled by a democrat."

Mr. S.:—"Never use a preposition to end a sentence with."

Mr. Sto.—: reading his description of a beautiful spot in nature, was telling us of the wonderful view from a mountain top. He said, "Look down at your feet and you see the wealth of the nation."

Miss W. (in History of Education):—"State one interesting fact about Socrates."

Miss R.—"He taught the ignorance of knowledge."

"The schools are supported by the churches."—School Law Exam.

Question in Amer. Hist. Exam.—"Who wrote the Declaration of Independence?"

Answers:—Samuel Adams, Benjamin Franklin, People of U. S., John Hancock, Alexander Hamilton, The Colonies.

HOLDEN HALL NOTES.

Here I am, ninety miles away from home, high up in the Bethel hills. I have been thinking about my surroundings and wondering if the Herald readers wouldn't like to have me divulge some information that I already know. This purports to be an accurate, even if unofficial, revelation of various and sundry events occurring in one of the buildings belonging to our loved school. The edifice to which I refer is known accurately as Holden Hall, but unofficially as "The Dorm."

Imagine yourself for a few moments at the main entrance, better known as "the girls' side of the dorm," but often sought by members of "the other side."

Listen intently to the conversation which follows:

First student: "We have a pair of Alice's rooming together. Did you know that a third Alice has just arrived?"

Second student: "Oh, yes, I have been acquainted for a long time with the fact that one is a dignified (?) Senior, the second an enlightened (?) Junior and someone has just informed me that the third is a timid (?) little Freshman."

First student: "Do you know who is up in 'Nigger Heaven' this year?"

Second: "Of course I do. Who else could they put up there but Annabel and Miriam? They are so good."

First student: "Did you know that Louise Shordon has a few favorites among the town girls?"

Second: "No, I didn't know that—but let me tell you something. Hilda says that she likes 'Eddy-body.'"

First student: "I had a letter from Doris Dennen last night, and she wanted to know all about the new teachers."

Second student: "What did you tell her?"

First student: "Well, I'll read you what I said about the teachers at Holden Hall. I didn't need to mention how much we all love Mr. Hanscom, but I did just the same. I said, 'Miss Litchfield, as preceptress, fills her position wonderfully well, and is popular with all."

'Dear Miss Whitman is back with us and you will not find a person who is not glad to see her again.

'Miss Wight and Miss Seybolt are just wonderful at entertaining, as all the girls have discovered.

'Mr. Swasey has returned to us, keeping an increased number of boys under his control.'"

Second student: "Speaking of boys reminds me. Have you heard the lat-

est rhyme about the two Rodneys and Walter Inman?"

First student: "No. Do repeat it."

Second: "Well:

'Birds in their little nest agree
No matter what the weather,
But members of this 'orchestree'
Too seldom get together!'"

First student: "Great! I've heard one on the girls."

Second: "Oh, do tell it to me."

First: "Miss Wight fully believes:

'That only two should sleep in a bed,
Especially when it's right over her head,
The commotion made by two Seniors at night
Just makes her wonder if she is Miss Wight.'"

Second students: "Anyhow, we have one quiet student."

First: "Who is that?"

Second: "Clough. He says that he gets more than his share of praise from the teachers."

First students: "Of course praise should go to those who deserve it. Don't you think that is why 'Tiny and Totty' get their share?"

Second student: "Don't you miss some of last year's noisy Seniors?"

First: "Well, I should, but Agnes fills the 'dorm' with her shrieks of laughter. Of course she receives no help from Louisa and Christine."

Second student: "We've got three students who live up to their names. Guess who?"

First: "That's easy. They must be Rush, Rawson, and Parrott, aided by Sweeney, and I'd say Rodney Linnell, if I didn't know where the boys say he slept one Saturday night."

Second: "Do you know where the latest hair dressing parlor is?"

First: "No, I don't."

Second: "Well, since Miss Litchfield says we cannot comb our hair in the bath room, Lilla and Frances Morse have thought of setting up a hair-dress-

ing parlor."

First students: "That would be splendid. Alice Mundt and Thelma Kilgore could perhaps patronize 'The Morse Beauty Parlors' and not the teachers before an entertainment."

Second: "Did you know that the boys were contemplating buying a safe?"

First student: "No, I didn't. What are they going to keep in it anyway?"

Second student: "Well, if you won't tell anybody, I'll enlighten you. First and foremost, Rodney Bartlett's gun boats; second, Rodney Linnell's bed; third, Kenneth Wight's rope of Manilla hemp; and fourth, Morse's laundry bag."

First: "Speaking of Morse reminds me of a question I'd like to ask. What makes Beckler and Morse such good friends? They are so different."

Second: "I've tried to figure that out, and I've come to the conclusion that the one consoles the other when the Y. M. C. A. and cheer leading is criticized, and the other consoles the one when the Senior Class and basketball team become unmanageable."

First: "Did you know that we have two actors and two actresses at the dormitory?"

Second student: "Why, no, who are they?"

First: "The minstrel leaders are Ella Hansecom and Geneva Grover, and the dining-room entertainers are Chapman and Richardson."

Second: "I'm not surprised, because I know that Elsie has a hard time keeping Ella quiet during study hours. Ella is so noisy."

First student: "Do you know what girl wears out the most shoe leather in the dormitory?"

Second student: "No, who?"

First: "Well it's Emily Keene who is constantly pacing the corridors with

many a call to Miss Seybolt's room."

Second: "Who thinks the most about clothes in the 'dorm'?"

First: "I can't say, but I know that Gwendolyn goes home in the middle of the week to try on a new coat and dress."

Second: "Did you hear about the commotion in Ferol's and Genie's room?"

First: "No, I thought they were always quiet."

Second: "They usually are, but it only takes a mouse to send them flying down the corridor at two o'clock in the morning."

First: "Speaking of Genie and Ferol reminds me that we must be getting very near the end of our list are we not?"

Second student: "Yes, but we mustn't forget Mrs. Packard. She gives us such good things to eat and Mr. Packard also. You see even if he is the janitor, we have discovered that he makes a very good 'chef'."

First student: "Mrs. Brown has only been with us a short time, but she seems to be kind to everyone."

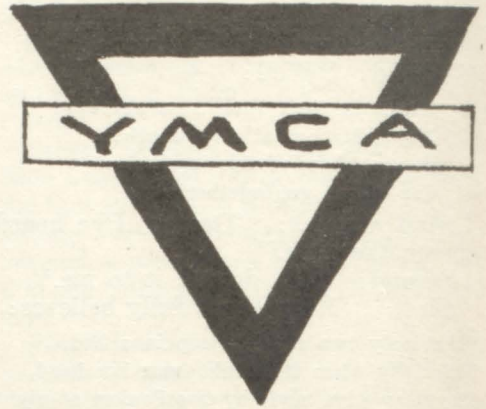
Second: "We also appreciate all the things that Mrs. Oliver does for us, and although we mention her little daughter Winona, last, she is not at all the least, for she is a great favorite with all the happy people at Holden Hall."

Oh, well loved hall, around whose freindly head

Many pleasant months of changing thought have sped,

Long may you stand in this familiar place,
When newer buildings do our campus grace.

No service in itself is small or great,
Though earth it fill;
But that is small which seeks its own,
And great which seeks God's Will.



The Y. M. C. A. was reorganized during the fall term with the following officers:

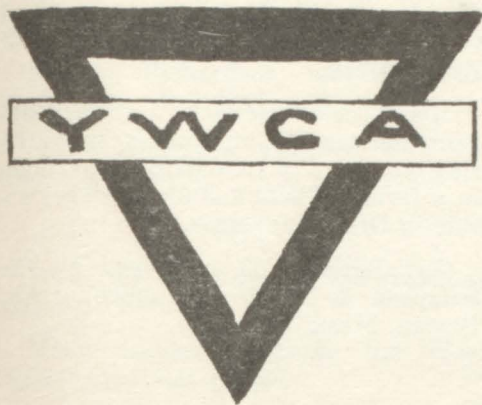
President,	Horace Morse
Vice-President,	Edward Hanseom
Secretary,	Olin Boothman
Treasurer,	Glyndon Sawin
Ex. Com., Walter Rand, Mr. Swasey, Philip Beckler	
Faculty Advisor,	Mr. Hanseom

The first meeting, held November 18, was led by the President. Since then meetings have been held regularly at the close of school on Thursday afternoons.

The meetings of the winter term will be devoted to a study of the lives of eminent Christian men.

Jefferson Smith, State Secretary of the Y. M. C. A., gave the boys a stirring talk on "Success," during his recent visit in town.

No power on earth, nor under the earth, can make a man do wrong without his own consent.—I. Sharpless.



President,	Doris Keene
Vice-President,	Alice Eames
Secretary,	Margaret Hanscom
Treasurer,	Alice Mundt
Faculty Advisor,	Miss Carrie Wight

The Y. W. C. A. meetings have been held weekly, Tuesday afternoons, at Holden Hall. Many new girls have joined the association and the meetings have been well attended and very interesting.

The girls have enjoyed greatly the study of the "Life of Alice Freeman Palmer."

The first of the year a reception was given to welcome the new girls. A short program was enjoyed and tea was served by the girls of the Domestic Science class.

On the afternoon of December 9, a fair was given by the Y. W. C. A. girls. There were fancy articles, aprons, Japanese and birch bark novelties, food and candy on sale. The friends of the school contributed generously and helped much to make it a success.

In the evening an entertainment was given with the following program:

Christmas Carol,	Chorus of Sixteen Girls
Reading,	Alice Eames
Violin Duet,	Misses Goodnow and Smith
Reading and Pantomime, " 'Twas the Night Before Christmas "	
Piano Solo,	Richard Russell
Christmas Carols,	Chorus
Recitations and Tableaux, "Christmas Milestones" (in five scenes)	
Vocal Duet,	Misses Ramsell and Brinck
Reading,	Miss Litchfield
Christmas Carols,	
Sung by Chorus and Pantomimed	

The proceeds of the fair and entertainment exceeded \$100, and the members of the association wish to extend their gratitude to those who in any way helped to make it a success.

Miss Wight, the new faculty advisor, has shown herself very helpful and resourceful, and we are looking forward to a very prosperous and enjoyable year under her efficient leadership.

ALUMNI NOTES.

Rev. Jerome C. Holmes, '02, who has been in Japan for several years, is spending a year in the United States in the interests of missionary work in Japan.

Robert Bisbee, '99, is an expert chemist. He married Bessie Andrews, '02. They reside in New Bedford, Mass.

Cards have been received announcing the birth of Jean Howard Keniston in the home of Mr. and Mrs. Shelton Keniston, nee Miss Maude Howard, a teacher at Gould's in '16-'17.

The engagement of Marion Dyer, '06, has been announced. Miss Dyer is at her home in Hanover.

Mr. John Carter, '06, and wife, nee Verna Kilgore, '07, are spending the winter in Quebec, where Mr. Carter has constant employment.

Nina Bean, '04, was married last summer to David Burnham. They reside in Massachusetts.

Everett Brown, '02, is Auditor of Public Works in Santo Domingo City.

Gerry Brooks, '98, is a successful lawyer in Portland.

Miss Helen Staples, a former teacher at Gould's, is spending the winter in Bethel.

Mrs. John L. Dyer, nee Ada Richardson, '04, resides in Camden, where Mr. Dyer, a former sub-master at Gould's, is a district superintendent.

Grover Brown, a student in 1902-'03, is employed by the British Cigarette Co., Shanghai, China.

Chester Bean, '03, who is a civil engineer in Detroit, Michigan, was married last summer to Miss Mildren Coon of that city. Mr. and Mrs. Bean spent their honeymoon in Bethel.

Charles Holmes, '00, is teacher of a school of 500 pupils in New Bedford, Mass.

Grace Chapman, '02, married last summer to Michael Dooly of Portland.

Prin. Albert F. Richardson of the Castine Normal School, whose death occurred last August, was a teacher at Gould's when a young man. Mr. Richardson was a "born teacher" and the influence of this big-hearted man has been carried into scores of cities, towns, and hamlets by the many teachers who have been under his instruction. Educational circles of Maine have met with a great loss in the passing of Mr. Richardson whom to know was to love.

Miss Julia Hews, a former teacher at Gould's, was married September second to Paul Crabtree, a druggist, at Island Falls, Maine.

Miss Miriam Herrick, a former student and teacher at Gould's, was married last June to Lindall Blanchard, also a former Gould's student. They reside in Brookline, Mass.

Guy Barker, '02, employed by The Sampson & Murdock Publishing Co., Boston, Mass.

1909

Ernest Bisbee, employed at L. W. Ramsell Co.'s store at Bethel.

Francis Mills, employed at G. L. Thurston's hardware store, Bethel.

D. Grover Brooks, a hardware dealer in Bethel.

Widd B. Twaddle, '03, a practicing physician in Bethel. Dr. Twaddle's wife is Agnes Brooks, '04.

Fenwick L. Holmes, '02, called on friends in Bethel this fall. Mr. Holmes is writing and lecturing on the subject of "Mental and Spiritual Science." He, with his brother, Ernest, also a former student at Gould's, founded the Southern California Metaphysical Institute.

Gilbert Tuell, '02, an expert accountant. Married and living in Stoughton, Mass.

Gotthard Carlson, '02, who married Mildred Tuell of the same class, is employed by the New England Telephone Co. Residing in East Milton, Mass.

1910.

Alta Smith, teaching in the Hazelton School, Portland.

Methel Packard, employed by the Maine Central Co., Portland.

Blanche Richardson, married Winfield Howe. Residing in Bethel.

Claude Goddard working with his father in Bethel.

1911.

Edna Bartlett, teaching the grammar school at Bethel.

Mary Stanley, teaching the West Bethel grammar school.

1912.

Guy Kendall, a photographer in Portland.

Lawrence Philbrook, married, living in Shelburne.

1913.

Alice Kimball, training for a nurse in the Homeopathic Hospital in Boston. She will complete her course in January.

Winfield Wight, at present a member of the Surgical Board of the Waterbury Hospital, Waterbury, Conn.

Ralph Young, is employed as a surveyor by the Berlin Mills Co. He is in Canada this winter.

Adelmar Brown, employed by Varney Flour Co., Portland.

The following, referring to Wilfred Foster, Gould's ex-'14, is a copy from Sibley's History:—"With the Yankee Division in France,"—Sercheprey Raid, Page 189:

"Back towards Bouconville there was another emplacement, and in its crew was a private named Wilfred T. Foster. Almost the first of the German

artillery fire landed near this gun and wounded every man except Foster. He picked himself up and set up the gun, which had been capsize by the explosion. The gun was jammed. Foster, single handed, got it working again and looked up to see one of the German sub-columns, of about seventy men within thirty feet of him and coming fast out of the bog. He turned loose the gun before a grenade could be thrown and simply mowed down the men. At that range he couldn't miss one of them. Sixty were killed and the rest ran. Presently help came up, the wounded and dead carried off, and a new crew organized. But Foster, single handed, and quick action had saved the lives of his wounded fellow comrades, and really prevented the developing movement, which was the essence of the German attack. Our loss, one officer and twelve men."

1914.

Edward Brown, teaching agriculture in Norway High School.

Marion Mansfield, teaching in the High School at Groveton, N. H.

Howard Tyler, employed by C. K. Fox, Bethel. Married Ermine Rabideau, '16.

John Harrington, employed in grain mill in Bethel.

1915.

Mabel Bailey, married last summer to Warren Wentworth, living at South Paris.

Marion Frost, a student at Castine Normal School.

Charles P. Bartlett at home in Hanover.

Harrie Brown, teaching in high school at Rumford.

1916.

Helen Abbott, employed in the office of S. F. Peaslee, Upton, Maine.

Harold Chapman was graduated from Wesleyan University in the class of 1920.

Ruth Elliot, teaching at North Norway.

Anson Kendall, employed at Wentworth Location, N. H.

1917.

Muriel Park, a senior at Smith College. Miss Park was recently elected president of the "Maine Club" in that college.

Ernestine Philbrook, a senior at Bates.

Elwin Wilson, a student at Bates, preparing for the ministry.

The Lewiston Journal, in speaking of the personnel of the editorial board of the Bates Student says: "The new managing editor is Lawrence D. Kimball of Bethel. No better example of what sheer ambition and persistent effort will gain for a fellow could be given than the way he fought his way up through the staff of reporters, assistant editorships, and finally to the managership which he has achieved. Kimball is a Gould's Academy, 1917 man."

Herbert Bean, a sophomore at Bates.

Paul Head, employed in his father's store at West Bethel.

Ruby Ashby was graduated from the Aroostook State Normal School last June and is now a model teacher in Caribou.

Grace Dearden, teaching in Greenwood.

Earl Watson, married, living in Berlin.

Nina Briggs, teaching in Albany.

Roy and Ray Cummings are both at home.

Annie Cummings, married, living at home.

Mary Harrington, teaching in Webster, near Worcester, Mass.

Nellie Harrington, teaching at North Bethel.

1918.

Jennie Bean, doing office work in Auburn.

Lester Brooks, a sophomore at New Hampshire State College.

Una Brooks, teaching at Milan, N. H.

Alice Brown, teaching at No. Berwick.

Ruth Brown, teaching at Seabrook, N. H.

Alma Cheney, teaching at Cape Elizabeth.

Mary Gorman, married, residing in Andover, Maine.

Kathryn Hanscom, a junior at Bates College, is Vice-President of the Publishing Board of the college publications.

William K. Hall, a junior at Bowdoin College.

Robert and William Hastings, sophomores at University of Maine.

Blanche Herrick is in Boston playing for Mrs. Ruth King Carter, '05, who is

conducting dancing classes. She also plays at the Sunday services of a Boston church. Meanwhile she is following up her musical studies.

Chester Howe, employed in the store of G. L. Thurston, Bethel.

Vivian Hutchins, student at Boston School of Accountancy.

Dorothy Hutchins, employed at Merchant's clothing store, Norway.

Hazel Keniston, teaching at North Berwick, Maine.

Naomi Smith, employed at the home of Fritz Tyler, Bethel.

Gladys Spearrin, employed as cashier in Lynn, Mass.

Eugene Van Den Kerckhoven, a student at University of Maine.

Myrtle Wilson, teaching the Middle Intervale school.

Harry Young, a student at Tufts Dental College.

1919.

Frances Baker, at home in Bethel.

Harold Bartlett, now at home, but will resume his studies at New Hampshire State College in February.

Myrtle Beckler, teaching the grammar school at Locke's Mills.

Elmer E. Bennett, a student at the University of Maine.

Philip Brown, employed at W. C. Bryant's store, Bethel.

Helen Clark, attending Gray's Business College in Portland.

Ruth Cole, teaching the primary school at Locke's Mills.

Gwendolin Godwin, teaching at Northwest Bethel.

Robert Hanscom, a sophomore at Bowdoin College, has been elected Assistant Manager of the varsity football team.

Vivian Jackson, now Mrs. Charles Parker, residing in Shelburne.

Berenice Keddy, employed in the office of J. R. Libby Co., Portland.

Clare Mason, teaching at South Bethel.

Doris Moore, now Mrs. Allen Walker, residing in Bethel.

Ray Parker, a student at Wentworth Institute, Boston.

Cleo Swett, teaching at Dryden, Me.

George Thomas, a student at Bowdoin College. In the strength tests given the freshman class Thomas stands third with a total of 855.5 kilograms, an equivalent of 1795.5 pounds in weight.

Esther Tyler, attending Boston University of Arts.

1920.

Roger Bartlett, employed by Brown Co., Berlin, N. H.

Myron Bryant, attending Shaw's Business College, Portland, Maine.

Laura Cummings, teaching the primary school at East Bethel.

Edith Cummings, at home.

Doris Dennen, attending Boston Normal Art School.

Marjorie Farwell, attending Bryant & Stratton Business College.

Libbie Goodridge, teaching at West Bethel Flat.

Mary Grover, teaching the primary school at West Bethel.

Marion Hutchins is taking music lessons in Norway, and living at home.

Laura Hutchinson, working in the Citizen office, Bethel.

Vivian Hutchins, at Boston School of Accountancy.

Ruth Kendall, at home on account of illness.

Marion Keniston, teaching at No. Berwick, Maine.

Gordon Mason, at home.

Doris Ordway, at home.

Edith Soper, attending Bryant & Stratton Business College, Boston.

Eda Thurston, teaching the grammar school at East Bethel.

Louis Van Den Kerekhoven, at home.

William Vandenkerckhoven, attending Northeastern College, Boston.

Archie Young, at home.

The teacher who succeeds in imparting zest to education, who brings about an association of books and the things of school with joy, is a public benefactor. Why should the adventure of mind into the unknown be associated with drudgery? Is it not possible to make of education the great romance of life, to bring it home as a great drama of exploration, discovery, and conquest?

John Dewey.



•ATHLETICS•

BASEBALL.

(Continued from Spring Herald)

Gould's 6, Bethel Independents 2.

Gould's took an easy game from the Independents at the Alumni Field, May 29. Although Eldredge and McDonald furnished a good battery for the opponents, Gould's easily scored runs, while Bryant pitched a holding game for Gould's.

Batteries: Bryant and Bartlett; Eldredge and McDonald.

Gould's 8, Paris H. S. 7.

Gould's won the return game with Paris H. S. in a hard fought game at Bethel. It was nip and tuck all through

the game and excitement ran high. Hammond, Shaw and Starbird played good ball for P. H. S., while Gould's whole team worked like a clock.

Batteries: Bryant and Bartlett; Shaw and Curtis.

Gould's 4, Alumni 11.

On June 10, Gould's met its greatest defeat of the season at the hands of the Alumni. Fowler, Gould's star pitcher in 1919, pitched a wonderful game for the Alumni, holding Gould's to a few scattered hits, while some of the Old Timers showed us what they used to do with the war-club.

Batteries: Bryant and Bartlett; Fowler and Robertson.

BOYS' BASKETBALL.

With three veterans of last year's team, Captain Beckler, Gorman and Jackson still with us and a wealth of new material recruited from the second string men, Coach Robertson has developed a very strong basketball team. Wight bids fair to be classed at one of the leading "Prep" school centers in the State this season. Three games have been played to date.

Gould's 17, Alumni 19.

Gould's lost the first game of the season to a fast quintet which were called Alumni. Four of them were last year's men and surely were a fast "bunch." Bryant and Bartlett played fast forward games for the Alumni while Wight and Beckler showed their supreme ability for Goulds.

The line-up was:

GOULD'S		ALUMNI	
Beckler, lf.,		lf., Bartlett	
Jackson, rf.,		rf., Bryant	
Patterson, lg.,		lg., Young	
Wight, c.,		c., Merrill	
Gorman, rg.,		rg., Van	

Gould's 19, Stephens H. S. 41.

In the second game of the season Gould's was defeated by Stephens at Rumford, December 3. Although Rumford excelled in passing, Gould's showed good shooting. Beckler and Jackson played a very creditable game.

GOULD'S

Beckler, lf.,	3	6
Jackson, rf.,	3	6
Wight, c.,	0	0
Patterson, lg.,	0	0
Hanseom, lg.,	0	0
Gorman, rg.,	0	0

Baskets, 6 12

Fouls, 7 7

Total, 19

STEPHENS

Clark, lf.,	2	4
Voter, rf.,	13	26
Orino, c.,	2	4
Kowalzyk, lg.,	2	4
Karpaaurick, rg.,	1	2
Gallant, lg.,	—	—

Baskets, 20 40

Fouls, 1 1

Total, 41

Gould's 25, Andover A. A. 8.

Gould's won an easy game from Andover A. A., December 10, at Bethel. Although Andover had a fine passing team they could not locate the baskets. Dunning and Small both played fast games for Andover. Jackson starred in shooting baskets and Beckler showed his superior ability in foul shooting.

GOULD'S

Beckler, lf.,	3	6
Jackson, rf.,	6	12
Wight, c.,	1	2
Gorman, rg.,	0	0

Patterson, lg.,	1	2	8 to 2.		
	—	—		SENIORS	
Baskets,	11	22	V. Wight, lg.,	0	0
Fouls,		3	M. Martin, c.,	0	0
		—	M. Van, rg.,	0	0
Total,		25	M. Hansecom, lf.,	1	2
			M. Jackson, rf.,	0	0
ANDOVER					
Dunning, rf.,	0	0		—	—
Small, lf.,	1	2	Baskets,	1	2
Baker, c.,	0	0		SOPHOMORES	
Leighton, rg.,	2	4	Doris Goodnow, lg.,	0	0
French, lg.,	0	0	H. Brooks, c.,	0	0
	—	—	C. Kimball, rg.,	0	0
Baskets,	3	6	Dorothy Goodnow, lf.,	2	4
Fouls,		2	E. Enman, rf.,	2	4
		—	Baskets,	4	8
Total,		8			
Time keeper, Young.	Scorer, Linnell.		The Sophs then played the Freshmen		
Referee, Chapman.			and easily defeated them. The score		
			was 9 to 2.		

Schedule of Boys' Basketball, 1920-'21.

Nov. 24—Alumni at Bethel.	
Dec. 3—Stephens High at Rumford.	
Jan. 7—West Paris H. S. at West Paris.	
Jan. 14—Gorham H. S. at Bethel. (Pending)	
Jan. 21—M. F. H. C. at Mechanic Falls.	
Jan. 22—Stephens H. S. at Bethel.	
Jan. 28—West Paris H. S. at Bethel.	
Feb. 4—Gorham H. S. at Gorham.	
(Pending)	
Feb. 11—Woodstock H. S. at Bethel.	
(Pending)	
Feb. 18—Andover A. A. at Andover.	
(Pending)	
Feb. 25—M. F. H. S. at Bethel.	
Mar. 4—Woodstock H. S. at Bryant Pond.	
(Pending)	
Mar. 11—Open.	
Mar. 18—Open.	

GIRLS' BASKETBALL.

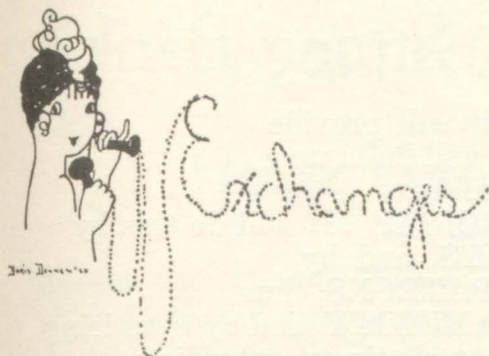
After much practice each class organized a girls team. The first game was between the Seniors and Sophomores. It was a hard game but the Sophs won

	SOPHS	
H. Beckler, lf.,	1	2
E. Enman, rf.,	3	6
H. Brooks, c.,	0	0
E. Smith, lg.,	0	0
C. Kimball, rg.,	0	0
	—	—
Baskets,	4	8
Fouls,		1
		—
Total,		9

	FRESHMEN	
H. Keddy, lf.,	0	0
G. Grover, rf.,	1	2
L. Shordon, c.,	0	0
E. Dudley, lg.,	0	0
L. Morse, rg.,	0	0
	—	—
Baskets,	1	2

GAMES SCHEDULED.

Dec. 10—Alumni Game at Gould's.	
Jan. 4—Juniors vs. Seniors.	
Jan. 7—West Paris at West Paris.	
Jan. 21—Mechanic Falls at Mechanic Falls.	
Jan. 28—West Paris at Bethel.	
Feb. 3—Freshmen vs. Seniors.	
Feb. 11—Final girls' inter-class game for girls' school championship.	
Feb. 25—Mechanic Falls at Bethel.	



"The Nautilus," West Paris High School.

"The Nautilus," Waterville High School.

"The Oracle," Bangor High School.

"The Oracle," Edward Little High School.

"Pep," Mexico High School.

"The Stranger," Bridgton Academy.

"The Academy Bell," Fryeburg Academy.

"The Arcon," Dummer Academy.

"Bates Student Magazine," Bates College.

"Boston University Beacon," Boston University.

"The Caduceus," Norway High School.

"Coburn Clarion," Coburn Classical Institute.

"Kent's Hill Breeze," Kent's Hill High School.

"The Maine Campus," University of Maine.

"M. F. H. S. Pilot," Mechanic Falls High School.

COMMENTS

"The Oracle." Your exchange department is especially good and your cover design is very appropriate.

"M. F. H. S. Pilot." We sincerely hope that the "Needed Gym" will soon be added to your list of "Jims."

"Boston University Beacon." You are always very welcome. We certainly enjoy reading your stories.

"Kent's Hill Breeze." Don't you think your paper would be more attractive if you had a few cuts?

"The Nautilus." Your "State of Maine" number is very good.

"The Oracle." (E. L. H. S.) Your stories are very good, especially "The Old Man of the Falls."

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- (6) CO-OPERATION WITH PATRONS, thus
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- (8) A HELPFUL POLICY. At all times, extending
- (9) COURTEOUS TREATMENT, and rendering a
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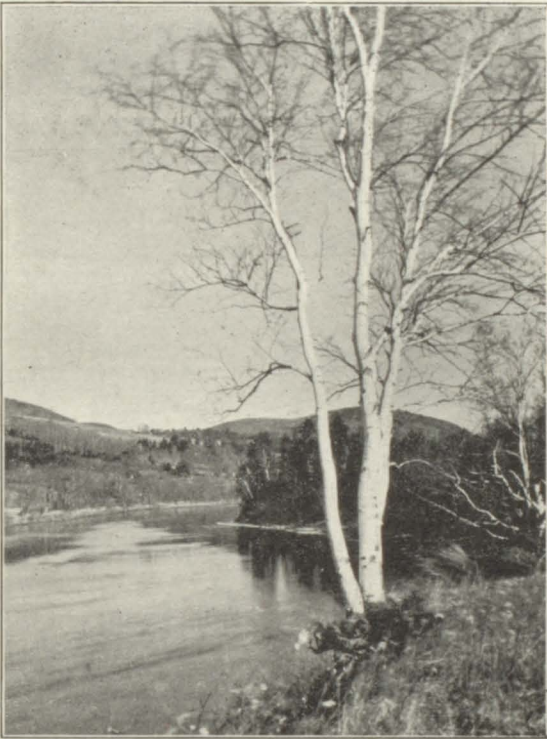
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